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ABSTRACT

This curriculum outline provides secondary and postsecondary instructors with detailed information on student learning outcomes for completion of the business education program requirements. A program overview discusses the aims of education; secondary school philosophy; and career preparation programs and their goals, organization, and evaluation. Sections two and three provide the curriculum format for programs in grades 11 and 12, respectively. Each program is divided into units containing 5 to 27 modules. Both course and unit general aims are cited. Modules consist of these components: goal statements, learning outcomes, and student activities to support the learning outcomes. Topics covered in the four units in the grade 11 program and the three units in the grade 12 program include cooperative career preparation, typewriting, business records, general business (economics, labor relations, personal finances), business communications, and business machines procedures. Section four lists resource materials. (YLB)

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CAREER PREPARATION PROGRAM

CURRICULUM GUIDE FOR :

BUSINESS EDUCATION

PROVINCE OF BRITISH COLUMBIA

MINISTRY OF EDUCATION

DIVISION OF EDUCATIONAL PROGRAMS – SCHOOLS

CURRICULUM DEVELOPMENT BRANCH

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Christina Bell	Nechako (S.D. #56)
Judith Dallas	Vancouver (S.D. #39)
Brenda Devonald	Pacific Vocational Institute, Burnaby
Arlene Feke	Malaspina College, Nanaimo
Marilyn Freitag	Nanaimo (S.D. #68)
Jon Jordan	Chilliwack (S.D. #33)
Glenda Kirk	Greater Victoria (S.D. #61)
Neil Robb	Greater Victoria (S.D. #61)
Ed Wakulchik	Pacific Vocational Institute, Burnaby
Bev Weber	East Kootenay Community College, Cranbrook

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Bob Caron	Kimberley (S.D. #03)
Marla Chatham	Prince George (S.D. #57)
Sylvia MacDougall	Abbotsford (S.D. #34)
Bob Peacock	Vancouver School Board (S.D. #39)
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Jim Watson	Fraser Valley College

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INTRODUCTION

The purpose of this career preparation curriculum outline is to provide the secondary school teachers and post-secondary instructors with detailed information on student learning outcomes for completion of the career preparation program requirements. Information contained in this outline may be used as reference by students, counsellors, school administrators, employers and the general public. Performance standards and guidelines for instruction will be established according to the criteria developed by teachers for the modules and courses which comprise each career preparation program.

Section One
Program Overview

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PART 1.0 AIMS OF EDUCATION

The basic function of the British Columbia system of public education is to serve society and to meet the needs of individual students. School personnel have the primary responsibility to educate everyone by enabling each student to pursue excellence, to experience success and to realize maximum potential in every course. The curriculum should enable each student to achieve educational and vocational goals in the development of their interests, skills and abilities.

Central to that responsibility is the promotion of learning, the acquisition of knowledge and the mastery of skills. This is essential to provide the student with a solid base upon which a successful future may be built. This responsibility implies an obligation to go beyond the provision of a learning opportunity and to link instruction and learning through activities that make it possible for the pupil to become a purposeful, effective and competent learner. Students should be encouraged to develop a sustained interest in learning and a confidence in their ability to learn by the realization that any study becomes effective through an orderly and sustained approach.

The primary responsibility of school personnel should be complemented by the many other facets of school life which contribute to the development of the maturing student. Teachers should encourage sportsmanship, good health and fitness, promote a willingness to serve the school and community, and provide opportunities to appreciate and share in the social customs of the school and society. Students should be encouraged to be active participants in the community by meeting their obligations and responsibilities as citizens.

The philosophy of the school is best achieved in a purposeful and challenging environment which motivates the best performance of students and staff. The environment should be safe, supportive, rewarding and satisfying; and should reflect mutual respect and courtesy among students, staff and parents. The facilities, equipment materials and organization should enable students and staff to pursue stated educational goals. The environment must also be conducive to effective participation by the staff in decisions affecting them and their students. Such participation is fostered by open, flexible and cooperative patterns of organization and communication based on a spirit of mutuality.

Teachers, parents and the community share the responsibility for fostering the optimum growth and development of each student. Shared responsibility should be directed to the end that each student will become a knowledgeable, self-reliant, self-disciplined, adaptive human being with a sense of enduring values and social and civic responsibility, able to communicate and participate effectively in a technologically advancing and increasingly mobile, complex and changing society.

PART 2.0 SECONDARY SCHOOL PHILOSOPHY

Secondary schools are primarily concerned with the development of the individual in a changing society. Organization of the secondary school system is based on the belief that students should be provided with a meaningful sequence of courses directed toward a particular purpose which they themselves consider valuable and which lies within their abilities. Motivation of adolescents to maintain a positive attitude with commitment to their studies is a challenging task for teachers. Students need educational experiences that will help them to cope with their responsibilities in society; to prepare for further education at a college, Provincial institute or university; and/or to enter employment with a marketable skill.

General goals of the secondary school system should be incorporated into the educational philosophy of each school. Secondary school curriculum goals should:

a. provide opportunities for all students to achieve a maximum of general and basic preparatory education,

b. emphasize those subjects needed for individual intellectual development for future career goals,

c. enable students to arrange subjects into broad patterns or programs on the basis of their interrelationships and usefulness for further education and employment,

d. permit individual choice of school programs according to alternatives that are available,

e. include opportunities for students to develop personal interests and avocational values,

f. increase opportunities to relate course offerings to the needs of the school population and the community, and

g. allow students to select for themselves educational goals and patterns of study in accord with their proven interests and abilities.

As students acquire and develop their skills and talents at the secondary school educational level, interest in future careers becomes increasingly important. The need to improve the transition between schools, colleges, Provincial institutes and employment has been addressed through the introduction of career preparation programs.

PART 3.0 CAREER PREPARATION PROGRAMS

3.1 Aims and Purpose

Career preparation is vitally important to every individual in their choice of lifestyle and their economic security. In conjunction with the provision of basic education for all citizens, the school system should ensure that all students are provided the opportunity to increase their awareness of career planning leading to vocational choices. The general education acquired through the public school system should complement the personal and intellectual development of individuals for success in the world of work.

Occupational needs are never static and students should have the opportunity to increase their awareness of the world of work while attending public schools. The influence of modern technology has altered individual and family lifestyles and many students recognize the need for preparatory training that will lead toward success in a vocation of their choice. This increased emphasis on education and training will help students to understand the increasingly complex world of business and industry. Pertinent questions should be considered. What are the qualifications for particular occupations? Which occupations require a post-secondary education or other credentials? Which vocations require work related experiences? How should the school experience provide for student needs as they consider their future careers?

The last question is being partially answered through Career Preparation Programs. Students who enroll in a career preparation program will gain a broad overview of a particular industry and will be provided with vocational experiences in a career area of their choice. Essential components of the total program include specialized courses with cooperative career preparation studies and the completion of all requirements leading to a secondary school graduation certificate. Examples of some career areas are the hospitality/tourism industry, general mechanics and business education. Graduates of a career preparation program may be qualified to pursue further studies toward a profession, attend a college or Provincial institute to acquire further specialized education, or proceed directly to employment with some marketable skills. Secondary school teachers will need to cooperate with employers and post-secondary instructors to effectively integrate the career preparation programs.

Adults at the school and community level have a responsibility to ensure that all students will achieve a basic understanding and awareness of the world of work to prepare for emerging trends in society. Increased school and community cooperation through the career preparation program will provide appropriate educational and career development experiences to help students acquire marketable skills for future employment. This new program for the secondary schools is consistent with the general aims of the British Columbia school system in striving to meet the needs of all students.

The development of students who can think for themselves and learn on their own is one of the more important educational goals. In career preparation programs, practical experiences that combine methods, resources and activities provide an important teaching strategy to enhance learning and thinking abilities. Both individual and group problem solving strategies help students to utilize abstract thinking abilities through practical learning activities.

In the grade 11 and 12 school terms, students in career preparation programs have opportunities to apply basic skills and abilities gained from earlier educational experiences. Learning outcomes become more effective when students can develop abilities and talents with new applications and a wider variety of resources.

The career preparation programs in British Columbia senior secondary schools are designed to provide students with options that enable students to enter the work force, proceed to a college or Provincial institute or to pursue further academic studies leading to a professional career. Courses related to career fields at the senior secondary level are intended to improve the transition of students between school and employment and between school and post-secondary institutions. Students enrolled in a career preparation program will participate in cooperative career preparation studies to spend part of their school time in a learning situation in the community at a training station. This experience is designed to provide practical experience for a student in an occupational field directly related to a program specialty in the school.

All students will utimately enter the work force in some capacity and career preparation programs will assist students to recognize current occupational practices and the avenues for advancement toward career goals. From these experiences, students can be encouraged to recognize the spectrum of employment within an occupational cluster.

3.2 Core Curriculum

Many of the core curriculum learning outcomes are integral parts of the learning outcomes that comprise a career preparation program. Students will be encouraged to relate their basic education experiences to practical experiences through the application of talents, skills, abilities and competencies to simulated roles relative to future employment responsibilities.

Career preparation programs provide opportunities for students to apply the following aspects of the core curriculum to their school experiences: (a) reading; (b) writing; (c) speaking; (d) principles of measurement; (e) roles, responsibilities and rights of the individual in society; (f) research and study skills; and (g) inquiry, analysis and problem solving. Practical application of the skills and purposes of the core curriculum to the career preparation program will help students to function effectively as active and responsible citizens.

3.3 Responsibility of the School Staff

Preparation for employment concerns everyone and the educational experiences of a student have a direct impact on each person's selection of a career path. One's choice of an occupation is closely aligned with the desires for a particular lifestyle. Teachers in our schools have a major responsibility to assist students in the development of attitudes toward work and the rewards that one may expect from future employment. School experiences should help people to prepare for satisfying and successful employment. From this premise, there is increasing recognition of the need for students to relate their school experiences to career goals and the benefits that can be derived from the completion of courses for career advancement.

The school experience for students should include the acquisition of career information, the development of skills and talents for specific occupations and the opportunity to gain practical experience along with completion of general education requirements. The purpose of career preparation is to provide students with information and generalized skills which apply to a broad series of interrelated occupations. Students will then be able to make meaningful decisions concerning the advantages and disadvantages of occupations. Along with the general education requirements a student on a career preparation program will complete the following studies in grades 11 and 12.

Grade 11: General orientation to an occupational cluster will be provided in school by practical experience in a career field and cooperative career preparation studies. To understand the occupational competencies required in vocations, students will have access to resource people and to information that will help them select a career. This cooperative approach to the involvement of community personnel is designed to broaden the students' educational background and perspective of possible career paths.

Development of skills and talents is the primary purpose of the practical experiences. Courses that comprise the specialty area of study must be directly related to occupational requirements for future employment and to the related programs offered at colleges and Provincial institutes.

Each course is divided into units and modules with student experiences described in terms of learning outcomes. Students will have the opportunity to explore a wide variety of core skills in an occupational field and the expected performance levels will be identified from the curriculum outline.

Grade 12: Student attendance in these courses will lead to the acquisition of skills and talents which may qualify them for entry level employment in related occupations and/or for advanced standing at a post-secondary institution. Emphasis is on career preparation; not on training for specific jobs. As students build on the earlier experiences from grade 11, they will be better prepared to focus on their future career goals.

Classroom experiences will be supplemented by cooperative career preparation studies which provide for community based learning external to the school. Teachers in each career preparation program will arrange with employers in the community for each student to acquire practical experience and will then conduct visitations to the training station to assess this learning experience. The external practical component of the program must be scheduled for a minimum of 100-120 hours with a well defined training plan. The personal contact between teacher/employer/student will strengthen the program. Teachers should assume the responsibility for coordinating the activities both at the school and the training station.

3.4 Definitions

Career Preparation Program: A Career Preparation Program is defined as a selection and arrangement of courses in general education subjects and courses in major vocational fields to form a systematic pattern leading to graduation from a senior secondary school with advanced admission to a post-secondary program and/or direct entry to employment. Requirements to complete a program consists of six approved specialty courses (including cooperative career preparation studies) together with prescribed constant courses and electives to meet the criteria for secondary school graduation in British Columbia.

Career Preparation Program Teacher: A suitably qualified teacher employed by a school to teach a specialty subject and who, in addition, has the responsibility of coordinating and supervising related job experience.

Cooperative Career Preparation: The process of integrating the instructional, administrative and organizational activities of career preparation experience into a cooperative relationship between the school and the community.

Cooperative Education: A comprehensive term used to describe shared responsibilities and roles of teachers and employers in the provision of educational experiences that will prepare people for employment.

District Work Experience Coordinator: A teacher employed by a school board to direct, coordinate and supervise work experience and cooperative career preparation studies for the whole school district.

Training Plan: A written outline indicating what is to be learned by the student at the training station and what is to be taught in the school.

Training Sponsor: The individual at the training station directly responsible for the supervision of the student's activities external to the school.

Training Station: The location external to the school where the student receives training related to an individual career development plan.

Work Experience: Activities at a training station undertaken by a student as an integral part of an approved school program under the cooperative supervision of a qualified work experience teacher and an employer.

3.5 Definition of Curriculum Terms

Learning Package: A self-contained package, comprised of a series of modules sequenced in a logical way to progressively build knowledge and skills which will enable attainment of an intended learning outcome. The package should include a diagnostic pretest and a posttest.

Learning Outcome: A learning outcome stated in behavioural, measurable, or performance terms is an assertion of what is expected to happen as a result of learning having taken place. The statement usually defines what the activity and subject matter will be, the conditions under which it will take place, and the minimum performance standard required. Purposes of the learning outcomes:

a. The student and teacher know what is expected upon completion of an instructional unit.
b. The most appropriate instructional materials and strategy can be chosen in order to ensure achievement of the learning outcomes.
c. The statements provide a basis for measuring student progress related to the learning tasks.

Module: A combination of goals, instructions, content, and activities which facilitate the development of a desired competency. Each module focuses on a specific job task and learning outcome. Modules may focus on the need for essential knowledge, or hands-on practice, or integration of knowledge and skills to perform a job task.

Modules for Self-paced Instruction: The students can work through the modules, with the supervision of the teacher, at their own pace, instead of an imposed time schedule. The module is completed when the student demonstrates mastery of the intended learning outcome.

Vocational Education: The educational experiences offered at the secondary and post-secondary school levels that provide individuals with skills and talents to develop capacities for: (a) entry level employment, or (b) upgrading in an occupation, or (c) retraining in a new occupation, leading to qualifications for employment requiring less than a university degree upon completion of the program.

PART 4.0 GOALS OF CAREER PREPARATION PROGRAMS

4.1 Review Process

From a review in 1977 of the effectiveness of secondary programs to adequately prepare students for future employment, three conclusions were made:

a. There was a need to undertake a more efficient and relevant use of student time for the grade 11 and 12 years.

b. There was a lack of realistic orientation to the world of work and this was deemed to contribute to the poor employment situation for many students.

c. There was evidence from the Report of the Commission on Vocational, Technical and Trades Training in British Columbia, (1977) that more effective vocational training was needed in grades 11 and 12 to adequately prepare some students for direct entry into the work force.

Pilot programs in career preparation were undertaken in various areas of the province between 1977 and 1980 and the results of these programs supported assumptions that:

a. in addition to the present provisions for secondary school graduation, the school may extend the opportunity in grades 11 and 12 for a student to gain marketable skills and/or advanced standing in post-secondary courses or programs;

b. the provision of employment skills should not reduce the percentage of graduating students when compared to the school population generally;

c. the provision of marketable skills should have a positive effect upon the graduates' employment opportunities when compared to the total graduate population;

d. the monitoring of the pilot projects would provide information on the effects of the projects on the number of students choosing to further their full time studies;

e. the pilot projects would have a positive effect upon the total integration process between secondary and post-secondary education (including the Apprenticeship Branch of the Ministry of Labour);

f. the funding arrangements for the pilot project would provide the information necessary to establish a rational system of funding if the projects are extended to the whole province;

g. monitoring of the pilot projects would provide information on the effects of the project on:

    i. the basic comprehensive graduation programs offered in the schools;

    ii. the standards and expectations of post-secondary courses and programs with respect to secondary schools, and

    iii. the possible areas of conflict regarding the responsibilities of the secondary school and teachers and the post-secondary institutions and instructors.

4.2 Recommendations

In 1980, the Ministry of Education agreed to the recommendations of a steering committee that the career preparation program receive formal endorsation. Four goals for the program were established. The Ministry of Education should:

a. foster career training in the schools without sacrificing the general education function of the school,
b. increase the articulation of programs between secondary schools and post-secondary institutions through joint development of relevant curriculum units in career and vocational areas,
c. define the career preparation program and monitor career training in order to assure the status, quality and provincial credibility of such training, and
d. develop, through joint consultation, the administrative framework which will guide the general and specific conditions for course recognition by post-secondary institutions.

The primary goal for the career preparation program is to provide students at secondary schools with the opportunity to gain increased awareness of career and employment needs without sacrificing the general educational function of the schools. Courses are designed to integrate with the business and industrial community and with post-secondary colleges and Provincial institutes.

4.3 Student Outcomes

Goals for student outcomes in career preparation programs are:

a. to develop competencies and marketable skills for some individuals to prepare for an entry level job;
b. to acquire prerequisite qualifications for some individuals who may pursue further training and/or advanced placement in an integrated program at a post-secondary school;
c. to attain skills necessary to locate, read and comprehend material or literature related to their particular field of career interest;
d. to attain a basic level of skills and talents needed for employment in a particular vocation (occupation);
e. to achieve the competencies necessary for critical thinking and problem solving in a specialized area of study;
f. to develop self-discipline for constructive work and study habits;
g. to develop feelings of pride and self-confidence in achievement and progress;
h. to acquire a sense of respect and concern toward personal property as well as the property of others;
i. to increase personal and social competencies and acquire a sense of social responsibility; and
j. to increase cooperative work skills to attain group goals.

PART 5.0 ORGANIZATION

A career preparation program has been defined as a selection and arrangement of courses in general education subjects and in major vocational fields to form a systematic pattern leading to secondary school graduation with qualifications for direct entry to employment and/or advanced admission to a post-secondary school program.

5.1 Goals and Outcomes

General goals are provided for each program, each course, and for each module within the course. These goals are intended to provide general direction to the teachers, students and employers to indicate the broad parameters at each level.

Learning outcomes are specified for each module in terms that will indicate the performance levels that students are expected to achieve for completion of each unit and course. Criterion referenced tests may be developed by teachers to ensure that projected competencies for students are similar in various regions of the province.

5.2 Program Requirements

Requirements to complete a career preparation program consist of four constant courses, six provincially approved specialty courses and at least two additional elective courses for a minimum of twelve courses to meet the requirements for secondary school graduation. Within the six specialty courses of approximately 120 hours each (minimum of 700 hours), students will complete units in cooperative career preparation studies in grades 11 and 12.

Courses in the sample outline that follows for a student program in grades 11 and 12 should be regarded as the basic requirements for graduation with a career preparation specialty. There will be situations where it will be necessary, and to the student's advantage, to apply the elective courses to subjects as mathematics, physics or general business to acquire adequate preparation for a vocational choice or for requirements of a post-secondary institution. Students planning on a career in trades related to general mechanics will benefit from a mathematics course while another student may require a business education course for a career in the hospitality industry. The student program should be organized to provide the most useful background for entry into a chosen career field.

The Career Preparation Program in Business Education offers a high degree of flexibility. Students with no previous business education background may enter the program at the grade 11 level and meet all the basic requirements for graduation with a Career Preparation specialty by following the program outlined on page 19. Students entering at the grade 11 level with a limited business education background (i.e. Typing 9 and/or 10) may have completed all of the modules (i.e. the typing unit) and should substitute more advanced Business Education courses into the blocks allocated for the Career Preparation Program.

Because most of the Career Preparation modules can be found in currently existing business courses, it is both possible and permissible to place Career Preparation Program students into regular business education classes. The following table indicates where some of the modules of each unit are currently taught in business education courses.

	Career Preparation Program	Present Business Courses
Career Preparation 11		
Unit 1	Cooperative Career Preparation (school based work study)	Opr11, Opr12, IAc11, Mk11, BComm12, GB12
Unit 2	Typewriting	PTy11, CTy
Unit 3	Business Records	IAc11
Unit 4	General Business	GB12
Career Preparation 12		
Unit 1	Cooperative Career Preparation (work experience)	Advanced B.Ed. Elective or C.P. 12 (Tutorial)
Unit 2	Business Communications	BComm12
Unit 3	Business Machines Procedures	MCP12

It must be emphasized that the onus is on the teacher to ensure that all modules in the Career Preparation curriculum will be covered if the Career Preparation students are placed into regular stream classes. If a student should fail to complete the Career Preparation Program, credit may still be granted for those course equivalents the student has successfully completed.

The Work Experience component is an integral part of the Career Preparation philosophy and curriculum. Of the 700 hours (approximately) allotted to the program, the student will spend 100-120 hours working in the community under the direction and sponsorship of the Career Preparation Program teacher and a business supervisor. A credit for the work experience component will be granted only on successful completion of all other components of the program, and may then be counted as a credit towards graduation.

CAREER PREPARATION PROGRAM FOR
BUSINESS EDUCATION

CONSTANTS (4)	English 11	
	English 12	
	Social Studies 11	
	Physical and Health Education 11	
SPECIALTY (6)	C P 11 Business Education)	
	C P 11 Business Education)	
	C P 11 Business Education)	Minimum of
	C P 12 Business Education)	700 hours
	C P 12 Business Education)	
	C P 12 Business Education)	
ELECTIVES (4)	4 courses	

SECONDARY SCHOOL REQUIREMENTS - completion of a minimum of twelve courses for graduation. For further details, refer to the Administrative Handbook 1981.

5.3 Guidelines

The fundamental purpose in the foregoing organization is to ensure that students complete the general education constants and acquire some specialized experiences that will prepare them for employment or continuing education. When students enter a career preparation program in grade 11, they will concentrate on the acquisition of core skills related to an occupational field or industry. Development of personal and interpersonal skills and an orientation to the organization of business and labour will be an integral part of the learning process.

In grade 12, the students will move from the core skills acquired in grade 11 to more specific skills related to an occupational/vocational choice. During this school year, students will gain practical experience in community based learning activities at a job site for a minimum period of 100 - 120 hours. Teachers of the specialty courses will arrange for the external practical experience with various business firms and visit each student at the training station as part of the cooperative career preparation studies. Teachers should prepare information that will assist the employer in assessing the performance of the student at a training station.

Practical experience is an integral part of the educational program for students enrolled in career preparation. School credit is granted for the cooperative career preparation component at a job site but the student should not be paid wages while working under the supervision of school personnel. The student must not displace a regular employee and should recognize that there is no assurance of a job at the conclusion of the training period.

In addition to Workers' Compensation Board coverage for school arranged cooperative career preparation with an employer, a student or their parents may choose to purchase personal accident insurance. Any student under the age of majority requires parent or guardian approval in writing before participating in a learning situation external to the school. Further details and approval forms are available from the Ministry of Education (Career Programs).

5.4 Advisory Committees

Advisory committees can perform a valuable role in the development of career preparation programs. The advice and guidance provided to teachers by representatives of employers, employees and the community is extremely important. The function of the advisory committee is not to establish policy or to make financial decisions but this voluntary group can provide a vital communication link between the school and the community. Recommendations for action will represent the best advice available to plan viable programs for the benefit of the student.

Functions of advisory committees as they relate to career preparation programs are:

a. to assist in determining and evaluating the needs which the program is designed to meet;
b. to assist in defining relevant program objectives;
c. to assist in promoting public awareness of the instructional program by colleges, unions, professional associations, employers and appropriate community groups and government;
d. to assist in securing community support of the instructional program, including formal recognition by industry and regulatory bodies, as well as government approval;
e. to assist in the placement of graduates; and
f. to assist in obtaining and coordinating student field experience in the community.

Advisory committees should have representation, where appropriate, from the secondary school, school district, local industry, unions or related associations, and post-secondary institutions in the region. A suggested composition for the advisory committee would include: Superintendent of Schools or representative; school principal or representative; teacher(s); college or Provincial institute representative; employer representative(s); employee representative; district career coordinator (work experience coordinator); labour representative; school trustee.

5.5 Cooperative Education

Education is currently viewed as the way to prepare people for their lifework and the need for experiential learning is evident. One of the proven methods for the student to develop responsibility and dependability within the educational process is to arrange for organized learning experiences with an employer. Opportunities can be provided for the student to gain practical experience with an employer under the concept of cooperative education. The primary purpose of cooperative education is to provide the student with planned and evaluated practice/experiences which will enhance the integration of theory learned in the classroom with pragmatic requirements of the work situation. Acceptance of this premise implies that there are definite procedures that must be followed for implementing cooperative education practices.

Primary responsibility rests with the teacher to:

a. design an overall plan for the student to participate in cooperative education;
b. involve the advisory committee to validate proposed plans before implementation;
c. consult with teachers, counsellors and CHOICES specialists concerning career goals for students;
d. establish and maintain training stations;

e. outline parameters of student experiences to be provided by employers;
f. develop a training plan of proposed experiences and how these activities relate to school based courses;
g. provide guidelines that may be used by the employers;
h. outline the legal requirements that apply to students for compliance with guidelines from Ministry of Education, Ministry of Labour and the Workers' Compensation Board;
i. contact the local office of the appropriate labour organization (where applicable);
j. conduct visits with each student at the training stations; and
k. determine and implement the evaluation procedures that will be used for each student in the course.

In conducting the cooperative education component of a career preparation program, the teacher coordinator is of vital importance to the operation of a successful plan. Detailed planning and evaluation procedures will enable all the affected parties to contribute to the learning experiences of each student. All activities between the school and a business must be coordinated in a manner that allows maximum opportunity for each student to practice what they learn. When evaluation techniques are well designed, the teacher and the advisory committee will be able to analyze the results and consider changes for improving this aspect of experiential learning.

Educational planning for cooperative career preparation experiences are incorporated as an integral part of this curriculum guide. The provision of the cooperative career preparation studies cannot be implemented as a separate component in isolation to approved courses. When people from the education system develop a cooperative approach with the business community to the learning needs of students, the transition from school to work will be more effective for all students who participate in cooperative career preparation.

Teachers of career preparation programs will need to coordinate their planning with a district staff person assigned to coordinate activities between the schools and employers. In large school districts there will be greater need to develop procedures between schools to organize the efforts of teachers who provide general work experience for students in any subjects and for students in the cooperative career preparation studies. The district coordinator will be responsible for maintaining consistency in policy and ensuring that all legal requirements are complied with according to school board policies.

PART 6.0 EVALUATION

6.1 Evaluation Process

One of the important components of the Career Preparation Program that is critical to the successful acceptance by the community and post-secondary institutions is the matter of evaluation. Criteria within a curriculum guide for student performance must be established to indicate student progress. Evaluation must be consistent to provide the necessary documentation of the student achievement. Each program is organized in units and modules to indicate expected performance in terms of intended learning outcomes. On the basis of the statements concerning student performance, various measurement methods may be employed to validate the achievement for the benefit of the students, parents, post-secondary teachers and potential employers.

Included in the evaluation process will be tests to consider progress in the affective, cognitive, psychomotor and perceptive domains. Terminal performance should consider theoretical knowledge, practical skills and the personal and interpersonal attributes that contribute to successful employment. Students are expected to affirm their understanding of the learning outcomes for each module through valid expression of their skills and talents. Indications of their cooperation with others and attitudes to work and future learning needs are an important consideration of the evaluation process for career preparation.

Students can be encouraged to judge their own progress in relation to the established objectives for the modules comprising a course outline. Rigid time limits for each module are not prescribed since there is recognition of the variable abilities of individuals to acquire skills and talents necessary for acceptable performance.

Learning outcomes and criteria have been stated according to the perceived needs of the students, employers and instructors of related courses and programs in colleges and Provincial institutes. Evaluation techniques and methods must be flexible but the results should indicate the standard of performance that has been achieved. Collaboration between teachers at secondary schools and instructors at post-secondary institutions is essential to ensure that the goals of the program are being met to effectively integrate courses which comprise each career preparation program. Regular meetings of advisory committees will help facilitate reviews of the goals and objectives and ensure that the interests of the concerned individuals are being considered.

Evaluation processes should be designed to assist students to acquire the necessary skills and talents that will be useful for a vocational goal. Performance criteria can be reviewed at appropriate intervals to ensure that standards are realistic and that employers and post-secondary instructors are satisfied with the graduates of the programs. Students should acquire a broad view of an employment field before they select an occupation that will require concentrated study and preparation. Qualifications for one job are often related to other jobs and the evaluation process must be designed to enhance student growth for employability in related occupations. Procedures for testing in any career area should help and not hinder student growth in the realization of personal goals that will lead to gainful employment. Evaluation should clarify the capabilities of individuals and provide essential information to students, parents and employers.

6.2 Determination of Performance Criteria

Part of the learning process concerns the evaluation process and various methods may be used by teachers to determine the progress of students. Teacher strategies will be employed in the affective, cognitive, psychomotor and perceptive domains. Performance levels in the cognitive domain will usually be assessed by formal written exams. In addition, there will be procedures to determine performance in the practical demonstration of abilities and other tests that will require the professional expertise of the teacher to assess performance levels. There are at least six evaluation procedures that teachers may apply to assess student progress toward the learning outcomes in this curriculum guide.

A bank of evaluation resource materials, including curriculum referenced tests and procedures for evaluating manipulative skills, will be developed and made available on a provincial basis to assist the classroom teacher and to serve as external benchmarks. At the same time, within the six categories below, it is expected that teachers will develop and share other materials that may be applied to the instructional process.

- Comprehensive written examination (on the cognitive level for all aspects of subject matter)
- Practical demonstration (on manipulative skills)
- Oral examination (on verbal descriptions of processes)
- Team or group examination (on activities that involve two or more students)
- Observation
- Questionnaire/opinionnaire instrument (on reactions from cooperative education experiences)

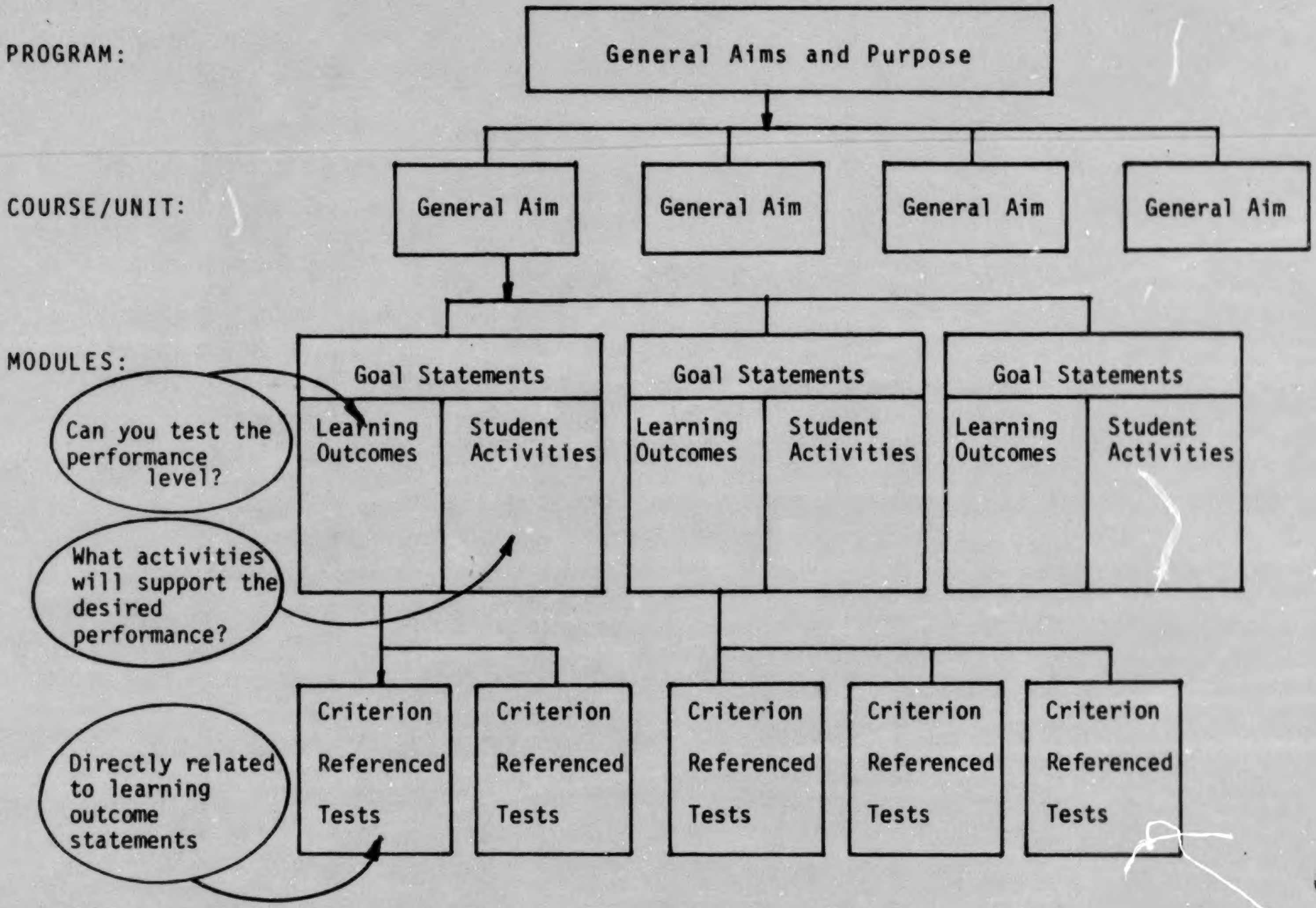
CURRICULUM FORMAT

The following sections of this curriculum guide consist of:

- Aims and purposes for students enrolled in a Career Preparation Program for Business Education,
- Course/unit general aims which indicate the general knowledge/skill required to achieve a satisfactory level of performance,
- Goal statements and learning outcomes for each module with student outcomes for the expected levels of achievement,
- Student activities designed to support the learning outcomes of each module, and
- Bibliography and resources that may be used to assist the student achieve the learning outcomes.

The learning outcomes specify the minimum levels that are essential for the satisfactory completion of each module. This information is compiled under particular topics but the sequence of teaching any aspect of the program is the responsibility of the teacher. Professional expertise should be applied to plan instruction and to expand and enhance student performance without undue reliance on tests to measure cognitive knowledge. In the process of evaluation the teacher should consider all aspects which contribute to the effective mastery of skills for each occupation. Evaluation should include assessment of skills, knowledge, talents, personal and interpersonal behaviour related to a vocation. The development of attitudes toward the work ethic should be considered in the provision of experiences leading to successful employment.

Essential components to support the learning experiences outlines in courses will be cooperative career preparation studies. Teachers should develop procedures with business personnel in the community to ensure that cooperative activities at school and in the community are provided for all aspects of the career preparation program. Organized learning experiences away from the school building should be related to particular goals and learning outcomes stated in the following sections of this curriculum guide.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General Aim
General Aim
General Aim
General Aim
MODULES:
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Learning Outcomes
Student Activities
Goal Statements
Learning Outcomes
Student Activities
Goal Statements
Learning Outcomes
Student Activities
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What activities will support the desired performance?
Directly related to learning outcome statements
Criterion Referenced Tests
Criterion Referenced Tests
Criterion Referenced Tests
Criterion Referenced Tests
Criterion Referenced Tests

Section Two

CP 11 - Business Education

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C P 11 - BUSINESS EDUCATION

General Aims and Purpose

The primary aim of the Business Education program in grade 11 is to provide learning experiences that will prepare students for either direct entry to employment or to qualify for advanced standing in a related program at a college or provincial institute. Part of the program includes an integral component of cooperative career preparation studies which are designed to orient students to the requirements of employment through work study experiences. This component can be organized by the specialist teacher to use various resource persons who can provide the expertise necessary to help students understand aspects of career preparation studies.

Students should acquire knowledge of:

a. career opportunities and educational requirements in business vocations;

b. skills needed in the development of business procedures, e.g. touch typing skills, business typewriting techniques, paragraph styles, and maintaining business records;

c. economic and legal systems in Canada;

d. employment opportunities and the necessary marketable skills in business;

e. job satisfaction concepts and work ethics for successful employment;

f. essential work habits; and

g. continuing education opportunities at various post-secondary institutions.

UNIT 1.0 COOPERATIVE CAREER PREPARATION (SCHOOL BASED)

Career planning and preparation involves a combination of educational experiences that will enhance the individual's personal development and provide practical experiences leading to a vocational field of interest. Cooperative educational experiences are designed to provide opportunities for students to become involved in career related experiences through community participation. In grade 11 the students will have opportunities to:

a. learn about career development within the course requirements,
b. observe employees at work in the community,
c. participate in discussions with resource persons from the community,
d. acquire knowledge of proven procedures for job searching and interviewing, and
e. become aware of educational requirements for particular careers.

These educational experiences are intended to be an integral part of the learning experiences within the career preparation program. Students will gain further experiences in cooperative education in grade 12 through actual work experience in the community.

General Aims

The student should:

a. gain practical assistance in making the transition from school to a career field of interest,
b. develop skills and abilities that are needed for employment in a career field of the student's choice,
c. develop respect for other people and the work that they do,
d. develop a systematic approach to solving problems,
e. participate in discussions related to career choice and life style to increase awareness of the importance to health, happiness and economic security.

MODULE 1.01 CAREER DEVELOPMENT

Goal Statements

The learning experiences in this module are designed to:

- a. increase student awareness of the job opportunities in the community;
- b. assist the student to gain insight into the aptitudes and skills required for business occupations;
- c. assist the student to develop a relationship between immediate experiences and decisions that influence their career plans;
- d. assist the student to develop suitable, realistic and personally desirable career goals;
- e. increase student awareness of the need for lifestyle planning;
- f. enable the student to enter the world of work with increased measure of competence;
- g. provide the student with situations to practice decision-making skills;
- h. increase student understanding of communication processes and barriers;
- i. provide opportunities for the student to learn and practice good work habits for employment situations;
- j. provide information on the variety of jobs available, the requirements for such jobs, where to look and how to apply for employment; and
- k. provide the student with current and accurate information upon which educational and vocational decisions can be based.

Learning Outcomes	Student Activities
The student should be able to:	
1.01.01	
identify reasons that lead people to work and the relationship to lifestyles	-consider why people work -discuss work ethic, social values, economic independence
1.01.02	
analyze and list tentative career objectives in business occupations	-compare family grouping of occupations
1.01.03	
evaluate and describe the process of 'goal setting'	-examine methods of setting goals -develop personal lists of ability to set and achieve goals

1.01.04 analyze factors to consider in career selection	-examine job cluster charts -discuss educational requirements of jobs -identify factors to consider in career decisions -discuss career 'payoffs' -consider corporate vs. consumer attitudes
1.01.05 compare the relationship between what they learn in school and the problems and activities outside school	-select a specific occupation and analyze the relationship of school experiences to employment demands -compare specific training as related to career goals
1.01.06 convey positive attitudes toward punctuality, honesty, courtesy, responsibility and cooperation	-review company losses due to theft, absenteeism, shoplifting -discuss employee responsibilities and personal relations
1.01.07 identify factors that influence vertical and horizontal mobility in a selected career field	-analyze qualifications for job entry -use examples from industry
1.01.08 practice communication skills in an employment situation	-view films or read examples and react -present examples to class -discuss importance of clear communication
1.01.09 demonstrate, in written form, concepts that describe successful work behaviour - attitudes, skills and responsibilities	-select specific topics or terms and write a short essay to clarify personal understandings -share views of concepts with class

1.01.10 participate and use communication skills in group interaction situations	-role playing techniques
1.01.11 use listening and attending skills	-categorize listening skills -listen to story and then retell the events in own words; repeat -listen to instructions and then act on them
1.01.12 use verbal and non-verbal communication skills	-participate in small and large group discussions -analyze group effectiveness -listen to instructions and restate them accurately and interpret them
1.01.13 list three things that influence how one makes a decision	-react to conflict situations -discuss communication techniques to resolve a conflict situation
1.01.14 speak clearly and confidently in situations involving another individual or a group when using a telephone	-role playing exercises
1.01.15 participate and use communication skills in group interaction situations	-working with other students in class
1.01.16 use information to analyze job clusters	-organize a list of related jobs -involve resource people from the community

1.01.17 interpret common abbreviations used in classified advertisements	-list occupational abbreviations
1.01.18 gather and interpret occupational information from given sources	-gather information from local sources -class discussion on sources of information -develop a list of sources for finding job vacancies
1.01.19 conduct an analysis of employment opportunities in business and industry in the region	-library and newspaper search -guest speaker (Labour, Canada Employment and Immigration Commission -parent survey for guest speaking

MODULE 1.02 PERSONAL ATTRIBUTES AND SELF-AWARENESS

Goal Statements

The learning experiences in this module are designed to:

a. develop ability to work independently on an assigned task;
b. provide the student with the opportunity to develop an awareness of their own potential, a sense of pride in accomplishment and confidence in their own ability;
c. assist the student in making an inventory of interests and capacities;
d. assist the student to develop a sense of personal identity and worth;
e. assist the student to consider implications of, and the theories of perceiving people as individuals rather than identification by traditional sex roles in society;
f. provide the student with information regarding interests, temperaments and aptitudes required for various jobs;
g. assist the student to recognize the importance of appearance and personal ethics to employment success; and
h. develop an awareness of appropriate personal standards for various occupations.

Learning Outcomes	Student Activities
The student should be able to:	
1.02.01 complete a self-appraisal outline on personal traits and attitudes	-discuss importance of personality, attitudes and health -assess personal traits and talents
1.02.02 assess strengths, capabilites and weaknesses of people	-consider and discuss impact in relation to employment roles -discuss need to conform in specific situations -review importance of health for employment -list personal attributes of people in columns of positive and negative

1.02.03 outline criteria to describe individual differences in perception	-provide examples of good and poor relations between employers and employees, students and teachers
1.02.04 recognize the importance of standards in appearance, dress and grooming, manners; and correct use of the English language	-role play -observe films -video tape exercises -review safe working conditions concerning attire
1.02.05 list factors that influence discrimination (sex, race, religion)	-discuss sex bias and job equality -react to examples of prejudice or bias -discuss ways to overcome discrimination
1.02.06 identify five important reasons for appropriate dress for an occupation	-group discussions
1.02.07 provide an example of a conflict situation created by employee/employer attitudes toward dress	-group discussions

MODULE 1.03 WORK OBSERVATION

Goal Statements

The learning experiences in this module are designed to:

a. provide the student with various methods of conducting a work observation (shadowing) session,
b. increase student ability to interview and gather information from people, and
c. review the concept of 'work ethic' in relation to the economy.

Learning Outcomes	Student Activities
The student should be able to:	
1.03.01 gather information about a particular occupation	-discuss the nature of work tasks and social skills -examine impact of technology -use prepared guidelines
1.03.02 prepare a brief oral report on a selected career that outlines advantages and disadvantages for employment in the field	-review social and economic aspects of various occupations -examine present and future demands for employment in particular jobs
1.03.03 list some safety factors that are critical to a particular job	-consider training needs -discuss "external" dangers, e.g. law enforcement duties -research importance of "safety attitude" -categorize "risk" factors
1.03.04 list training requirements for three specific careers	-use related resource information and sources of career information -consider areas of interest for a career choice

1.03.05 describe positive work habits and attitudes	-class discussions -analyze prepared examples -discuss job/career satisfaction -select positive habits and attitudes from a mixed list of positive and negative ones

MODULE 1.04 JOB SEARCH SKILLS AND INTERVIEWS

Goal Statements

The learning experiences in this module are designed to:

a. help the student adopt a disciplined and methodical approach to the job search process
b. introduce the student to some non-traditional job search skills, and
c. review and clarify various methods of aranging and participating in an interview for employment.

Learning Outcomes	Student Activities
The student should be able to:	
1.04.01	
identify the 'hidden' job market	-survey ways that people find jobs
1.04.02	
examine procedures used to screen applicants for employment	-discuss various company personnel procedures
1.04.03	
follow detailed instructions to complete two - four application forms	-use and complete sample application forms
1.04.04	
outline basic steps to follow for initial contact with an employer	-prepare a letter that requests an application form -discuss pros and cons of contacts by phone, letter or interview
1.04.05	
prepare a job prospect card	-review examples and complete a sample job prospect card

MODULE 1.05 EDUCATIONAL REQUIREMENTS FOR CAREER PLANNING

Goal Statements

The learning experiences in this module are designed to:

a. enable the student to enter the world of work with an increased measure of competence,
b. increase student awareness of a wide variety of career and educational options, and
c. develop an understanding of opportunities for continuing education in:
    i. universities,
    ii. colleges,
    iii. provincial institutes, or
    iv. private trade schools.

Learning Outcomes	Student Activities
The student should be able to:	
1.05.01	
identify powerful reinforcers to tentative career choices	-class discussions
1.05.02	
prepare and deliver a short lesson (talk) on a career area to a class	-write a proposed script
1.05.03	
list the names and locations of post-secondary institutions offering courses in three career fields	-discuss post-secondary school concepts -review entry requirements, program offerings, length of terms for specific courses -select one career field and prepare an educational plan for report to class

1.05.04 demonstrate the ability to define career ladders and how to reach more advanced positions	-study company organization patterns -work from prepared samples to design a career ladder in a particular field of interest -interview people at different levels in a career area and assess opinions regarding job satisfaction -project career aspirations and steps needed to attain goals

UNIT 2.0 TYPEWRITING

General Aims:

The student should:

a. acquire the skill of touch typing the alphabetic, numeric and symbolic characters on the typewriter keyboard;
b. appreciate the application and transferability of keyboarding skills to other devices and related equipment such as teletypewriters, computer consoles and terminals and word processors; and
c. gain experience in the use of correct and efficient methods to produce a variety of business documents.

MODULE 2.01 PROPER TYPING TECHNIQUE

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to correct posture and position at the typewriter,
b. develop skills in correct hand position, and
c. orient the student to acceptable desk organization.

Learning Outcomes	Student Activities
The student should be able to:	
2.01.01 habitually use correct typing posture	Note: Apply these techniques to contribute to accuracy, speed and efficient production work throughout the course
2.01.02 habitually use correct hand position and techniques	
2.01.03 habitually use good organization of work space and materials	

MODULE 2.02 KNOWLEDGE OF MACHINE PARTS AND FUNCTIONS

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to initial machine parts and their functions, e.g. cylinder knob, cylinder, space bar, paper release, paper guide, carriage return, carriage release, margin sets, paper bail; and
b. provide opportunities to use pica and elite type sizes.

Learning Outcomes	Student Activities
The student should be able to:	
2.02.01	
identify and use the parts of the typewriter, e.g. cylinder knob, cylinder, space bar, paper release, paper guide, carriage return, carriage release, margin sets, paper bail	-study chart of machine parts -label diagram -locate parts when referred to by name -use appropriate machine parts to insert and remove paper from the typewriter -insert, adjust and remove paper
2.02.02	
identify pitch sizes from examples	-identify 10 pitch, 12 pitch sizes

MODULE 2.03 KEYBOARD TOUCH TYPING "ALPHA"

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to home row keys and correct finger position, and
b. orient the student to alphabetic keys in relation to home row position.

Learning Outcomes	Student Activities
The student should be able to:	
2.03.01	
operate the alphabetic keys by touch	-type home row drills -type locational security drills -type rhythm drills
2.03.02	
operate space bar and return key by touch	-type return drills

MODULE 2.04 OPERATION OF SERVICE KEYS

Goal Statement

The learning experiences in this module are designed to introduce the student to the operation and function of service keys for alignment scales, ribbon controls, touch and pressure controls, back spacer, tabulator, variable line spacer, shift and shift lock.

Learning Outcomes	Student Activities
The student should be able to: 2.04.01 identify and use the following service keys: a. alignment scales b. ribbon controls c. touch controls d. pressure controls e. back spacer f. tabulator g. variable line spacer h. shift i. shift lock	

MODULE 2.05 PROOFREADING

Goal Statement

The learning experiences in this module are designed to develop student ability in proofreading skills through error detection.

Learning Outcomes	Student Activities
The student should be able to:	
2.05.01	
recognize and circle typing errors	-locate and circle errors in typed work -proofread typed work before removing from machine

MODULE 2.06 CENTERING - HORIZONTAL

Goal Statements

The learning experiences in this module are designed to:

a. introduce simple horizontal centering using the backspace-from-center method and/or arithmetic method,
b. develop student skills in spread centering, and
c. develop student skills in block centering.

Learning Outcomes	Student Activities
The student should be able to:	
2.06.01	
horizontally center a line using the backspace-from-center method or the arithmetic method	-center lines of various lengths -prepare a simple menu or announcement
2.06.02	
spread center a display line	-spread center short lines -prepare an announcement incorporating spread centering
2.06.03	
block center a group of lines	-complete assignments on block centering of names and poems

MODULE 2.07 CENTERING - VERTICAL

Goal Statement

The learning experiences in this module are designed to develop skills in centering simple exercises on a full or a half sheet of paper.

Learning Outcomes	Student Activities
The student should be able to:	
2.07.01	
calculate to determine the starting line of an exercise	-use the arithmetic formula to calculate starting lines
2.07.02	
vertically center exercises on full (P4) and on half sheet (P5) of paper	-vertically and horizontally center a menu, poem and/or announcement

MODULE 2.08 NUMERIC-SYMBOLIC KEYBOARDING

Goal Statements

The learning experiences in this module are designed to:

a. introduce numeric and symbolic keys in relation to homerow position, and
b. provide opportunities for the student to apply the rules for correct usage of numbers and symbols in all typewritten work by touch.

Learning Outcomes	Student Activities
The student should be able to:	
2.08.01	
operate the numeric and symbolic keyboard by touch	-type locational drills
2.08.02	
apply the rules for correct usage of numbers and symbols in typewritten work	-read rules for numbers and symbols from textbook -type application exercises

MODULE 2.09 LINE ENDING, WORD DIVISION, PUNCTUATION, CAPITALIZATION AND NUMBERS

Goal Statements

The learning experiences in this module are designed to introduce:

a. different line lengths;
b. line ending decisions;
c. word division;
d. spacing and paragraphing; and
e. basic rules for capitalization, expressing titles, degrees, abbreviations and numbers.

Learning Outcomes	Student Activities
The student should be able to:	Note: Apply these activities to all learning outcomes in this module
2.09.01 set margins for different line lengths	-study rules in text book -type application drills -set margins for different line lengths -apply principles in typed work -type unarranged material and make format decisions
2.09.02 make decisions on line endings	
2.09.03 apply word division rules where appropriate	
2.09.04 set up material with correct vertical and horizontal spacing and appropriate paragraphing	
2.09.05 apply rules for punctuation, capitalization, abbreviations and numbers	

MODULE 2.10 IDENTIFICATION OF BASIC LETTER COMPONENTS

Goal Statements

The learning experiences in this module are designed to:

a. introduce the following letter components:

- letterhead or return address
- date line
- inside address
- salutation (appropriate)
- body
- complimentary close
- company identification
- reference initials

b. develop student skill in the applications of above basic letter components.

Learning Outcomes	Student Activities
The student should be able to:	
2.10.01 identify basic letter components and their arrangement	-study example in text book or on wall chart -discuss and identify letter components
2.10.02 outline appropriate salutations and closings	-discuss choice of salutations and closing components
2.10.03 distinguish between personal and business letters	

MODULE 2.11 BUSINESS LETTER STYLES (FULL AND MODIFIED BLOCK)

Goal Statements

The learning experiences in this module are designed to:

a. orient the student to business and personal business letter styles,
b. develop student awareness of placement of letter components according to full or modified-block styles, and
c. provide opportunities for the student to practice use of punctuation marks needed for open (no point) or standard (two point) punctuation styles.

Learning Outcomes	Student Activities
The student should be able to:	
2.11.01 distinguish between a personal business letter and a business letter	-type business and personal letters using both styles of format and punctuation
2.11.02 type business and personal letters in full or modified block styles	
2.11.03 type business and personal letters using a consistent punctuation style	

MODULE 2.12 ENVELOPES AND POSTAL MAILING FUNCTIONS

Goal Statements

The learning experiences in this module are designed to:

a. develop skill and practice in the proper placement of return and letter addresses, and
b. increase student ability to prepare small and large envelopes and fold the letter correctly to fit in its envelope (#8 and #10 envelope sizes).

Learning Outcomes	Student Activities
The student should be able to:	
2.12.01 type large and small envelopes (#8 and #10 sizes)	-know envelope placement rules conforming to Post Canada standards -type large and small envelopes (#8 and #10 sizes)
2.12.02 correctly fold and insert letters in envelopes	-fold and insert letters

MODULE 2.13 TABULATIONS

Goal Statements

The learning experiences in this module are designed to:

a. introduce application of simple two and three column tables, and
b. provide practice in the preparation of tables with main and secondary headings, column headings and leaders.

Learning Outcomes	Student Activities
The student should be able to:	
2.13.01	
set up and type two and three-column tables	-type a variety of tables from simple to more complex
2.13.02	
calculate and type column headings over columns	-type tables with blocked or centered column headings
2.13.03	
type main and secondary headings over table	

MODULE 2.14 REPORTS (MANUSCRIPTS)

Goal Statements

The learning experiences in this module are designed to:

a. help each student become familiar with report styles: manuscripts, informal format (with or without enumerations); and
b. provide practice in application of title page, references and bibliography in a simple manuscript.

Learning Outcomes	Student Activities
The student should be able to:	
2.14.01	
display and type enumerations	-type enumerations
2.14.02	
prepare a manuscript including title page, references, bibliography; number pages and arrange in correct order, staple	-type manuscript components -collate manuscript

MODULE 2.15 BUSINESS FORMS

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to a variety of business forms, and
b. provide practice in the completion of common business forms on the typewriter.

Learning Outcomes	Student Activities
The student should be able to:	
2.15.01	
identify a variety of business forms	-compare a variety of business forms
2.15.02	
complete common business forms	-type memos, purchase orders and invoices

MODULE 2.16 ERROR CORRECTIONS AND SYMBOLS FOR PROOFREADING

Goal Statements

The learning experiences in this module are designed to:

a. develop student skills in the techniques and methods of error corrections, and
b. introduce and apply proofreader's symbols.

Learning Outcomes	Student Activities
The student should be able to:	
2.16.01	
use error correction methods	-correct errors using acceptable techniques
2.16.02	
interpret proofreader's symbols	-study common proofreader's symbols in text
2.16.03	
produce clean copy from a rough draft which includes proofreading symbols	-type from rough drafts that include proofreading symbols

MODULE 2.17 PREPARATION OF CARBON COPY

Goal Statements

The learning experiences in this module are designed to:

a. introduce the preparation of a single file carbon copy, and
b. introduce correction techniques on carbon copies.

Learning Outcomes	Student Activities
The student should be able to:	
2.17.01	
assemble a carbon pack	-type an original and file copy making corrections to both where necessary
2.17.02	
correct errors on carbon copies	

MODULE 2.18 OTHER APPLICATIONS OF KEYBOARD SKILLS

Goal Statement

The learning experiences in this module are designed to help the student become familiar with other applications of keyboarding skills such as: teletypewriter, computer console, computer terminal and word processor.

Learning Outcomes	Student Activities
The student should be able to:	
2.18.01	
outline ways in which the introduction of the typewriter changed office procedures and occupations	-discuss developments related to typewriting
2.18.02	
state other applications of keyboarding skills	-discuss and compare uses of: a. teletypewriter b. computer console c. computer terminal d. word processor
2.18.03	
recognize and list various kinds of typewriters and other keyboard equipment in current use	-describe other typewriters and keyboard equipment

UNIT 3.0 BUSINESS RECORDS

General Aims:

The student should:

a. examine and outline the importance of a fast and efficient flow of accurate information;
b. develop skill in computation;
c. record numerical data in neat, accurate and legible columns;
d. develop increased awareness of the functioning of various business records; and
e. increase competency in defining, spelling and using vocabulary associated with common business records.

MODULE 3.01 VOCABULARY SKILLS

Goal Statement

The learning experiences in this module are designed to assist the student to use correct spelling and pronunciation within a basic business vocabulary.

Learning Outcomes	Student Activities
The student should be able to: 3.01.01 define, spell and use business vocabulary that is developed during Business Education studies	-use correct spelling and pronunciation in written and oral communication -consult dictionary to improve spelling and pronunciation of business vocabulary -compile a personal dictionary of business vocabulary

MODULE 3.02 TECHNIQUES OF KEEPING RECORDS

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to correct methods of recording information on business forms;
b. develop neatness, accuracy and legibility in written work; and
c. provide experience in recording data for business records.

Learning Outcomes	Student Activities
The student should be able to:	
3.02.01 record information on basic record keeping forms	
3.02.02 write numbers neatly in columns	-transferring numbers from listed materials to columns
3.02.03 proofread numbers for accuracy	-check that numbers are correctly transferred -discuss consequences of calculations' errors
3.02.04 demonstrate proper methods used for completing and correcting business records	-complete business records properly and correct errors neatly

MODULE 3.03 COMPUTATION AND CALCULATION SKILLS (FUNCTIONS)

Goal Statements

The learning experiences in this module are designed to:

a. assist the student to acquire skill in addition, subtraction, multiplication and division;
b. provide activities for the student to perform and to verify all calculations; and
c. review calculations involving negative numbers.

Learning Outcomes	Student Activities
The student should be able to:	
3.03.01 write numbers neatly in columns	
3.03.02 add numbers in columns and check answers	-solve a variety of questions using addition, subtraction, division and multiplication
3.03.03 subtract numbers and check answers	
3.03.04 multiply numbers and check answers	-demonstrate the correct methods used for checking calculations
3.03.05 divide numbers and check answers	-use calculators or adding machines to check calculations (optional)
3.03.06 perform calculations involving negative numbers	

MODULE 3.04 DECIMALS AND FRACTIONS

Goal Statements

The learning experiences in this module are designed to:

a. review proper alignment of digits using a variety of decimal positions,
b. increase skills in converting decimal numbers to fractions and fractions to numbers,
c. develop skill in computations involving numbers containing decimals and fractions, and
d. assist the student to apply the principle of "rounding off" numbers.

Learning Outcomes	Student Activities
The student should be able to:	
3.04.01 write decimal numbers in columns correctly (proper placement)	
3.04.02 perform a variety of calculations using decimal numbers	
3.04.03 convert decimal numbers to fractions in order to solve problems	-solve problems involving conversion of fractions and decimals
3.04.04 change form of numbers to decimals or to fractions in order to solve problems	-add, subtract, multiply and divide numbers using fractions/decimals -solve problems using a mix of decimals and whole numbers
3.04.05 "round off" numbers to designated place	-answer to designated placement of decimals and "round off" if required.

MODULE 3.05 INTEREST CALCULATIONS (SIMPLE)

Goal Statements

The learning experiences in this module are designed to:

a. increase skills in calculating percentages,
b. introduce students to method of computing simple interest in solving business problems, and
c. relate simple interest to personal money management.

Learning Outcomes	Student Activities
The student should be able to:	
3.05.01	
calculate percent	-solve problems using percentage
3.05.02	
demonstrate ability to apply the simple interest formula (I = P x T x R)	-solve problems that require calculation of interest

MODULE 3.06 VERIFICATION AND CROSS CHECKING

Goal Statements

The learning experiences in this module are designed to:

a. orient the student to methods used to verify accuracy in business records, and
b. introduce the student to methods of cross checking for accuracy in business records.

Learning Outcomes	Student Activities
The student should be able to:	
3.06.01	
check answers of completed business forms using cross checking method	-pencil footing of columnar totals -error search where total sums do not balance
3.06.02	
verifying extensions used on business forms	-totals are completed in ink when columns are in balance -check that extensions are correct

MODULE 3.07 PERSONAL BUDGET CONTROLS

Goal Statements

The learning experiences in this module are designed to:

a. develop student ability to plan, handle and keep personal records of earnings and expenses; and
b. develop student awareness of the need to operate within a designated budget for expenditures.

Learning Outcomes	Student Activities
The student should be able to:	
3.07.01 plan budgets based on goals, needs and wants	-discuss income and expenditures of various individuals based on different goals, etc.
3.07.02 prepare a budget	-outline budget for day/week/month
3.07.03 keep records of income and expenses	-use a classified cash record to record income and expenses
3.07.04 analyze and compare estimated income and expenses with actual figures	-pencil foot and prepare a proof of classified cash records -prepare a budget analysis to compare estimated income and expenses with the actual figures

MODULE 3.08 PETTY CASH RECORDS

Goal Statement

The learning experiences in this module are designed to develop student ability to organize and keep a record of all petty cash transactions.

Learning Outcomes	Student Activities
The student should be able to:	
3.08.01 prepare petty cash vouchers	-complete a practice set of petty cash transactions
3.08.02 maintain records of petty cash transactions	
3.08.03 prove a petty cash fund	
3.08.04 prepare a petty cash summary	-complete assignments
3.08.05 replenish the petty cash fund	
3.08.06 outline basic reasons for good control over a petty cash fund	-discuss the procedures to follow in handling a petty cash fund -list the advantages of using good control methods

MODULE 3.09 CASH CONTROL RECORDS

Goal Statements

The learning experiences in this module are designed to:

a. assist the student in implementing procedures involved for maintaining cash records,
b. introduce the student to procedures for operating a cash register (optional),
c. orient the student to procedures for using a cash register in keeping records, and
d. increase student awareness of the importance of keeping accurate and up-to-date records of cash receipts and payments.

Learning Outcomes	Student Activities
The student should be able to:	
3.09.01 record and keep records of cash receipts and payments	-set up appropriate columns for cash records -record transactions on an appropriate form
3.09.02 prepare bank deposits	-complete assignments on use of deposit slips
3.09.03 use cash register tape to record sales	-(optional) operate the cash register for each transaction and use the resulting tape for records
3.09.04 prepare sales records	-prepare sales and refund slips and compute sales tax
3.09.05 prepare a proof of cash form	-complete assignments on preparation of cash proofs

3.09.06 proofread and correct errors	-verify extensions on invoices
3.09.07 state the important reasons for records to be up-to-date and accurate	
3.09.08 discuss recording of sales when using bank cards	

MODULE 3.10 PERSONAL FINANCE AND BANKING ACTIVITIES

Goal Statements

The learning experiences in this module are designed to:

a. increase student awareness of the nature of money and other forms of exchange,
b. review the procedures and services provided by banks,
c. help each student compare costs and benefits of banking services, and
d. provide opportunities for the student to review the use of banking forms.

Learning Outcomes	Student Activities
The student should be able to:	
3.10.01 outline the development of forms of exchange	-invite a speaker from a bank -collect forms of exchange
3.10.02 outline the nature of the Canadian Banking System	-discuss the role of banks, branch banking, the fractional reserve system, the Bank of Canada
3.10.03 compare services available, interest rates, and charges at various banks	-visit several banks to collect brochures and data -collect newspaper and other media advertising
3.10.04 complete a variety of common banking forms: a. deposit slips, b. withdrawal slips c. cheques	-collect and complete different banking forms from various banks -discuss various endorsements: i.e. restrictive endorsements

MODULE 3.11 OTHER FINANCIAL INSTITUTIONS

Goal Statement

The learning experiences in this module are designed to introduce each student to services and functions of financial institutions other than banks.

Learning Outcomes	Student Activities
The student should be able to:	
3.11.01 identify financial institutions other than banks	-discuss credit unions, trust companies, cooperatives, etc. -personal finance companies
3.11.02 compare advantages and disadvantages of various financial institutions	-investigate rates, bonuses, penalties, hours of operation, services offered, local and national operations
3.11.03 list the services offered by financial institutions to serve specific needs	-investigate information from financial institution pamphlets -class discussion

MODULE 3.12 INTRODUCTION TO PAYROLL RECORDS

Goal Statements

The learning experiences in this module are designed to:

a. assist the student in solving problems used in calculating and maintaining payroll records;
b. orient the student to the proper use of tables for unemployment insurance, tax, etc. in preparing payroll records; and
c. develop an awareness of the importance of accuracy in keeping payroll records

Learning Outcomes	Student Activities
The student should be able to:	
3.12.01 outline the important reasons for keeping accurate payroll records	-discuss the basic procedures involved in keeping payroll records and the consequence of making an error
3.12.02 compute earnings using proper procedures for: a. straight-time b. hourly rate c. piece rate d. overtime e. deductions	-complete time cards and records -compute earnings and record on payroll records -keep an earnings record for each employee
3.12.03 locate information from tables to calculate payroll deductions	-select information required from tax tables, Canada Pension Plan and Unemployment Insurance tables
3.12.04 complete payroll cheques	-complete assignments -discuss importance of signing authority -discuss methods for preparing payroll cheques: e.g. cheque protectors, computer

MODULE 3.13 INTRODUCTION TO PERSONAL INCOME TAX FORMS

Goal Statements

The learning experiences in this module are designed to:

a. assist the student in reading and recording information on a personal income tax form, and
b. develop skill in the accurate completion of an income tax return.

Learning Outcomes	Student Activities
The student should be able to:	
3.13.01 complete an income tax return using one T4 slip	-complete a simple tax return problem involving one T4 slip
3.13.02 list basic reasons that describe the importance of filing accurate information	-discuss the importance of honesty; penalties of fines, for fraud, and late returns -view films from National Film Board

MODULE 3.14 PURCHASING RECORDS

Goal Statements

The learning experiences in this module are designed to:

a. provide information on the procedures that are applied to preparing purchase forms, and
b. orient the student to the importance of accuracy in purchase records.

Learning Outcomes	Student Activities
The student should be able to:	
3.14.01 identify the various types of purchase forms	-complete assignments using purchase requisitions, purchase orders -discuss back orders, purchase invoices, packing slips
3.14.02 prepare purchase forms	-proofread and properly correct errors
3.14.03 prepare purchase records	-complete inventory control cards -discuss other methods of inventory control

MODULE 3.15 SALES RECORDS

Goal Statements

The learning experiences in this module are designed to:

a. assist the student to follow the correct procedure for preparing sales forms, and
b. increase student knowledge of credit sales.

Learning Outcomes	Student Activities
The student should be able to:	
3.15.01 outline basic reasons for keeping records of sales	-prepare sales slips and/or invoices
3.15.02 identify and list the various types of sales records	-keep records of charge sales -show correct procedure for recording sales returns
3.15.03 prepare sales records	-prepare customer accounts records
3.15.04 calculate sales tax	-add sales tax to sales forms -compute total sales
3.15.05 verify extensions	-check invoice extensions for accuracy
3.15.06 prepare accounts receivable ledger cards	-record transactions on A/R ledger cards

3.15.07 prepare schedule of accounts receivable using ledger cards	
3.15.08 identify bills of lading	-discuss use of bills of lading
3.15.09 summarize sales using sales report	

MODULE 3.16 OTHER INVENTORY RECORDS

Goal Statements

The learning experiences in this module are designed to:

a. assist the student in identifying proper procedures involved in maintaining office supplies and other inventory records, and
b. orient the student to proper procedures involved in maintaining inventory records.

Learning Outcomes	Student Activities
The student should be able to:	
3.16.01	
describe and apply procedures for control of supplies	-discuss procedures used in ordering and storing supplies -discuss importance of correct storage of supplies
3.16.02	
maintain an up-to-date record of all items and order new stock when necessary	-complete inventory control cards -complete packing slips

MODULE 3.17 RECORD STORAGE AND RETRIEVAL (ALPHA AND NUMERIC SYSTEMS)

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to different methods used to store business records, and
b. orient the student to various filing procedures.

Learning Outcomes	Student Activities
The student should be able to:	
3.17.01 identify and differentiate between various methods of filing and storing information	-field trips to offices to view various filing methods and equipment such as vertical files, microfilm, microfiche, computer storage etc.
3.17.02 sort, collate, code, index and file materials by subject, number, geographic region, name and colour	-complete practice sets and teacher prepared exercises using the different methods of filing procedures
3.17.03 use filing procedures to retrieve, cross reference, control and transfer records	

MODULE 3.18 BUSINESS GRAPHS AND TABLES

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to a variety of graphs, and
b. develop skill in interpreting tables and graphs.

Learning Outcomes	Student Activities
The student should be able to:	
3.18.01 identify and describe pie, bar and line graphs	-choose appropriate graph styles to illustrate given information
3.18.02 interpret statistics presented in graph and table form	
3.18.03 summarize information presented in graphs and tables	
3.18.04 prepare a simple graph or table from given information	

UNIT 4.0 GENERAL BUSINESS

General Aims:

The student should:

a. develop a perspective of public and private organizations and structures;
b. gain experience leading to the application of law to personal and business situations;
c. increase awareness of employer/employee rights and obligations;
d. increase awareness of the role of the consumer in the economic system;
e. gain experiences that lead to an evaluation of methods for managing their personal finances; and
f. develop the ability to evaluate alternatives and to make decisions.

Note: The first five modules are designed to provide an overview of the Canadian economy as a mixture of private and public structures.

MODULE 4.01 ORGANIZATION OF PRIVATE BUSINESS IN THE CANADIAN ECONOMY

Goal Statements

The learning experiences in this module are designed to:

a. provide an overview of the factors of production that exist in the economy,
b. introduce concepts that enable the student to identify types of business organizations in Canada, and
c. provide an overview of the function of competition in business organizations.

Learning Outcomes	Student Activities
The student should be able to:	
4.01.01	
identify and list the factors of production in the Canadian economy	-discuss factors such as capital, land, labour, management, entrepreneurship -review returns from factors, e.g. interest, rent, wages, and profit

4.01.02 define business entities: single proprietorship, partnership and corporation	-discuss development of business organizations, both private and public and the nature of economic structures
4.01.03 define variations of business organizations such as cooperatives, societies and franchises; head offices and branch offices	-identify the types of business entities in the local community -review and compare similarities and differences in the various business organizations
4.01.04 describe the need for competition in the Canadian economy	-discuss the consumer and business advantages of competition -discuss the benefit of research by competing companies
4.01.05 compare the results of competition - monopolies, oligopolies and the effect of government regulations	-discuss from the point of view of consumers, small business

MODULE 4.02 GOVERNMENT ORGANIZATIONS IN THE CANADIAN ECONOMY

Goal Statements

The learning experiences in this module are designed to:

a. develop an awareness of the role of government in the economy,
b. increase student understanding of the growth of government organizations and Crown Corporations, and
c. develop an overview of the economic tools of the government.

Learning Outcomes	Student Activities
The student should be able to:	
4.02.01	
define some economic controls of the government	-discuss the effect on business of some controls, quotas, subsidies and taxes or the lack of controls on business -resource speaker
4.02.02	
define the need for government organizations and their regulations	-discuss need for government organizations
4.02.03	
identify some government organizations in the local community	-visit and report on the functions of a local government organization
4.02.04	
outline the influence of regulations and legislation on business organizations	-discuss effects of zoning, licensing, etc. -resource speakers

MODULE 4.03 FEDERAL ORGANIZATIONS

Goal Statements

The learning experiences in this module are designed to:

a. develop an awareness of federal government organizations in relation to Canadian business enterprises, and
b. assist the student to recognize the function and need for various organizations in business.

Learning Outcomes	Student Activities
The student should be able to:	
4.03.01 identify and list several federal government organizations and Crown Corporations; compare their functions	-study and discuss government operations
4.03.02 list government organizations that affect private business	-discuss government social obligations -discuss the purpose of federal organizations and control boards
4.03.03 list the advantages and disadvantages of Canadian government organizations	-invite resource speakers from some federal organizations and from private industry -discuss points of view

MODULE 4.04 PROVINCIAL AND MUNICIPAL ORGANIZATIONS

Goal Statements

The learning experiences in this module are designed to:

a. increase student understanding of the role of provincial government organizations in relation to private business, and
b. assist the student to recognize the function and need for provincial government organizations such as: Consumer and Corporate Affairs etc.

Learning Outcomes	Student Activities
The student should be able to:	
4.04.01	
identify and name several provincial organizations and Crown Corporations	-discuss government operations -invite guest speakers
4.04.02	
state the purpose of several provincial government organizations	-class discussion based on talks given by guest speakers
4.04.03	
state the purpose of several municipal government organizations	-class discussion based on talks given by guest speakers; i.e. building codes
4.04.04	
outline reasons why government operated enterprises limit competition	-discuss the relationship between monopolies and government organizations
4.04.05	
list the advantages and disadvantages of provincial government organizations	-class discussions
4.04.06	
list ways in which the provincial government regulates public utilities	-discuss public utilities and public hearings -resource speakers from provincial government agencies

MODULE 4.05 SOURCES AND KINDS OF LAW

Goal Statements

The learning experiences in this module are designed to:

a. provide the student with an introduction to the development of the Canadian legal system, and
b. provide an overview of the development of statute law through the legislative process.

Learning Outcomes	Student Activities
The student should be able to:	
4.05.01 describe why laws exist	-discuss concepts of "equality in law"
4.05.02 define common and statute law	-discuss the development of the Canadian legal system from English common law -view slides from Legal Services Library
4.05.03 list eight statutes	-discuss provincial statutes, e.g. Motor Vehicle Act, Employment Standards Act
4.05.04 outline the development of a statute law through the legislative process	-view slides from Legal Services Library -discuss progress from William of Normandy to the Tudor Parliaments

MODULE 4.06 BASIC ORGANIZATION, JURISDICTION AND FUNCTION OF THE COURTS (CRIMINAL AND CIVIL)

Goal Statements

The learning experiences in this module are designed to:

a. provide an overview of the structure of the Canadian justice system,
b. help each student to distinguish between areas of civil and criminal jurisdiction, and
c. introduce basic court procedures that apply to criminal jurisdiction and civil jurisdiction.

Learning Outcomes	Student Activities
The student should be able to:	
4.06.01	
outline the court structure in Canada	-discuss the jurisdiction of various levels
4.06.02	
distinguish between criminal actions and civil actions	-discuss wrongs against society (Criminal Action) as opposed to wrongs against individuals (Civil Action)
4.06.03	
outline basic criminal court procedures	-discuss terminology related to criminal court matters
4.06.04	
outline basic civil court procedures	-discuss terminology related to civil court matters
4.06.05	
distinguish between tort and crime	-discuss assault as a crime -discuss assault as a tort

MODULE 4.07 FORMS AND ESSENTIALS OF A BINDING CONTRACT

Goal Statement

The learning experiences in this module are designed to enable each student to identify the form and essentials of contractual obligations.

Learning Outcomes	Student Activities
The student should be able to:	
4.07.01	
state the purpose of contracts as legally enforceable agreements	-discuss legal nature of a contract
4.07.02	
identify various kinds of contracts	-discuss implied, oral and written contracts -simple and specialty contracts
4.07.03	
list the elements of a binding contract	-discuss offer, acceptance, intent (consideration), legality and capacity
4.07.04	
detect missing elements of a contract	
4.07.05	
define legal capacity to make contracts	-discuss legal status of infants (minors), persons insane, mentally deficient, intoxicated -discuss contracts for necessaries (B.C. Infants Act)
4.07.06	
define breach of contract	-role playing

4.07.07 identify the usual remedies for an injured party when there is a breach of contract	-discuss legal recourse: damages, specific performance rescission

MODULE 4.08 ASSIGNMENTS AND DISCHARGE OF CONTRACTS

Goal Statements

The learning experiences in this module are designed to:

a. help the student to identify the importance of form of contracts under the Statute of Frauds, and
b. enable each student to recognize basic procedures for the proper discharge of contracts.

Learning Outcomes	Student Activities
The student should be able to:	
4.08.01 state the original purpose of the Statute of Frauds	-review form of contract and discuss contracts that must be in writing
4.08.02 define contracts under seal	-discuss legal requirements of land sales, and leases
4.08.03 identify the correct means for terminating or discharging a contract	-discuss partial performance and completion
4.08.04 define assignment of contracts	-discuss proper transfer obligations when assigning contract to a third party
4.08.05 define bailment	-discuss transfer of property to other persons

MODULE 4.09 LIMITATION ACT

Goal Statement

The learning experiences in this module are designed to acquaint the student with the implications of the Limitation Act.

Learning Outcomes	Student Activities
The student should be able to: 4.09.01 describe the intent of the Limitation Act	-discuss limitation of action -discuss the necessity in business of retaining records -discuss limitation clauses in other acts; i.e. Motor Vehicle Act, Insurance Act

MODULE 4.10 LABOUR ORGANIZATIONS

Goal Statements

The learning experiences in this module are designed to:

a. develop an appreciation of the history and contribution of labour organizations in Canada,
b. provide opportunities for the student to become familiar with the organizations of labour that presently exist in Canada, and
c. develop an appreciation of current concerns for power and influence over decisions.

Learning Outcomes	Student Activities
The student should be able to:	
4.10.01	
describe the background development of the labour movement in Canada	-discuss craft and industrial unions
4.10.02	
define national and international unions	-class discussion
4.10.03	
describe and illustrate with a chart a simple structure of labour organizations	-study materials on Canadian Labour Congress, B.C. Federation of Labour and other organizations -invite resource speakers -discuss local, provincial, national and international organizations
4.10.04	
describe how a Local is certified in B.C.	-discuss applicable legislation (Labour Code Part 3, Sections 39 to 60)
4.10.05	
list five types of employer/ employee relationships	-discuss closed shop, non-union shop, Rand formula, maintenance of membership

4.10.06	
list the advantages and disadvantages of labour organizations	-class discussion
4.10.07	
outline the influence of labour organizations on small business	-resource speakers -field study questionnaire to local small businesses
4.10.08	
define negotiation, medication, conciliation, arbitration, and strike action	-study resource materials -class discussion -discuss expiration of contract

MODULE 4.11 ROLE OF LABOUR AND HISTORY OF UNIONISM

Goal Statements

The learning experiences in this module are designed to:

a. provide information that outlines the contribution of the labour movement to the social and economic growth of the country,
b. help each student to recognize the role of labour organizations in business enterprises, and
c. analyze the respective roles of labour and management.

Learning Outcomes	Student Activities
The student should be able to:	
4.11.01	
describe the background for developments in the labour movement	-invite resource speakers -view films -class discussions -study information from Canadian Labour Congress
4.11.02	
compare and discuss unionism, equal rights,	-class discussions -library research
4.11.03	
outline the opportunities for employment that are provided by labour organizations and Canada Employment and Immigration Commission	-resource speakers
4.11.04	
outline the role of labour as it relates to employer/employee responsibilities	-review employer/employee responsibilities

MODULE 4.12 EMPLOYMENT CONTRACTS - STANDARDS

Goal Statements

The learning experiences in this module are designed to:

a. help each student develop an awareness of employment contracts under common law,
b. increase student awareness of minimum standards for employment which exist under Employment Standards Act, and
c. increase student awareness of collective agreements as forms of contracts.

Learning Outcomes	Student Activities
The student should be able to:	
4.12.01 list the duties of employers and employees in employment contracts	-discuss duties and obligations of the employer and employees in various employment contracts
4.12.02 discuss bonding	
4.12.03 state legal obligations in terminating contracts of employment	-discuss employer/employee procedures for terminating a contract of employment
4.12.04 list statutes and their intent that affect employment contracts	-discuss Employment Standards Act, Apprenticeship Act and others -review the Limitation Act -discuss Essential Services Act
4.12.05 state the intent of collective agreements and the effect on employer and employees	-discuss the concept of collective agreements -discuss employer/employee procedure in settling disputes during the life of a contract

MODULE 4.13 WORKER PROTECTION, INSURING AGAINST RISK

Goal Statements

The learning experiences in this module are designed to:

a. increase student awareness of human rights protections provided by law, and
b. introduce other forms of protection that might be provided in an employment contract.

Learning Outcomes	Student Activities
The student should be able to:	
4.13.01	
discuss implications of protection provided under statute law	-discuss worker protection and/or benefits provided by legislation i.e. U.I.C., W.C.B. -review implications of legislation as: Human Rights Code Labour Code of B.C. Employment Standards Act Regulations of Acts -use resource people in discussion
4.13.02	
discuss function of Workers Compensation Act and Unemployment Insurance Commission	-pamphlets and films available from W.C.B. and U.I.C.
4.13.03	
identify other types of protection that might be provided in an employment contract	-discuss group life insurance, group medical insurance, extended health, dental insurance, disability insurance

MODULE 4.14 LABOUR LEGISLATION AND LABOUR STANDARDS

Goal Statement

The learning experiences in this module are designed to help each student become oriented to provisions and implications of the Labour Code of B.C.

Learning Outcomes	Student Activities
The student should be able to:	
4.14.01 outline the important aspects of the Labour Code of B.C.	-discuss employer and employee responsibilities under the Labour Code of B.C.
4.14.02 identify union classification	-discuss jurisdiction of various unions
4.14.03 determine legal status of employees for the right to bargain collectively under the Labour Code of B.C.	-review provisions of the Labour Code of B.C.
4.14.04 outline labour standards under the Labour Code of B.C.	-discuss the role of the Labour Relations Board in determining labour standards

MODULE 4.15 COLLECTIVE BARGAINING - NEGOTIATIONS AND EMPLOYMENT CONTRACTS

Goal Statements

The learning experiences in this module are designed to:

a. help each student to become familiar with the collective bargaining process,
b. provide opportunities for the student to deal with the events which lead to the completion of a formal labour contract,
c. orient the student to the role of government in labour negotiations, and
d. develop an awareness of human rights in labour negotiations.

Learning Outcomes	Student Activities
The student should be able to:	
4.15.01	
identify the terminology used in negotiations	-review Canadian Labour Congress Labour Glossary
4.15.02	
compare collective bargaining vs. individual bargaining	
4.15.03	
discuss development of human rights in employment contracts	-study the development of human rights: women's rights, handicapped, etc.
4.15.04	
discuss the bargaining process	-study printed materials from the Canadian Labour Congress -view films
4.15.05	
define strike and lockout	-view films -review Labour Code of B.C. -class discussion -discuss advantages and disadvantages of strike and lockout

4.15.06	
define injunction, grievance	-Legal Services film
4.15.07	
define grievance and outline a grievance procedure	-study a current collective agreement
4.15.08	
outline the conciliation process	-invite resource speakers -view films, manuals
4.15.09	
state the difference between conciliation and mediation	-study Notes on Unions (from Canadian Labour Congress)
4.15.10	
outline the arbitration process	-study the School Act as an example of arbitration processes

MODULE 4.16 PERSONAL INCOME TAX AND OTHER FORMS OF TAXATION AND SERVICES

Goal Statements

The learning experiences in this module are designed to:

a. provide opportunities for the student to become more aware of the historical development of taxation in Canada,
b. develop an awareness of taxation methods, and
c. develop an awareness of the services that result from taxes.

Learning Outcomes	Student Activities
The student should be able to:	Note: refer to Teaching Taxes publication.
4.16.01 outline the forms of taxation used prior to Confederation	-library search
4.16.02 outline the federal and provincial jurisdiction to tax under the British North America Act	-library search -class discussion
4.16.03 identify the sources and distribution of income tax	-discuss different sources of income, e.g. interest, rent -government statistical publications
4.16.04 list direct taxes	
4.16.05 list indirect taxes	
4.16.06 list various services provided by government	

4.16.07 identify services provided at the federal, provincial and municipal level	-discuss federal, provincial and municipal services
4.16.08 define progressive and regressive tax	-class discussion
4.16.09 identify taxes that are progressive, regressive	-class discussion
4.16.10 identify ways in which federal (except income tax), provincial and municipal governments collect revenue	

MODULE 4.17 CONSUMER EFFECT ON THE ECONOMY

Goal Statements

The learning experiences in this module are designed to:

a. develop an awareness of the law of supply and demand;
b. provide opportunities for the student to deal with factors affecting buying decisions, e.g. price, promotion, product, and packaging; and
c. help the student to deal with marketing principles.

Learning Outcomes	Student Activities
The student should be able to:	
4.17.01	
outline concepts of supply and demand	-discuss principles of supply and demand -view films
4.17.02	
state ways in which price, promotion, product and packaging affect buying decisions	-give examples of how factors affect buying decisions
4.17.03	
compare ways that buyer decisions affect businesses	-discuss marketing structures in a variety of distribution systems -discuss how consumer spending determines what is produced and how much is produced to satisfy consumer wants

MODULE 4.18 CONSUMER RIGHTS AND RESPONSIBILITIES

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to factors affecting consumer choices;
b. help the student to compare the economic concept of wants and needs;
c. enable each student to become familiar with consumer protection legislation and the Trade Practice Act; and
d. introduce buying strategies that involve: when, what, where; "caveat emptor"; information sources.

Learning Outcomes	Student Activities
The student should be able to:	
4.18.01 compare rational and emotional motivations of consumers	-discuss logical and careful considerations and impulse buying
4.18.02 identify a variety of factors affecting choices such as: variety of goods, price, personal values, fashion, habits and customs	-discuss primary selective and patronage motives -prepare a values inventory -determine priorities -prepare a poster contrasting advertising strategies -discuss disposable income, discretionary income
4.18.03 list a set of personal goals and rank according to priority	-differentiate between wants and needs according to personal values
4.18.04 prepare a personal budget	-discuss goals, systematic savings, estimating income, planning for needs and wants, record keeping

4.18.05 explain the intent of the Consumer Protection Act, Sale of Goods Act, Sale of Goods on Condition Act, Trade Practice Act, Builders Lien Act and Repairer's Lien Act	-match specific Acts with case problems -look at cases involved with consumer problems
4.18.06 list publications and references available for decision making (include source locations)	-use library references
4.18.07 outline other sources such as trade associations and public agencies	-discuss roles of Better Business Bureau, Department of Consumer and Corporate Affairs, Ministry of Consumer and Corporate Affairs (B.C.), Consumers Association of Canada

MODULE 4.19 ROLE OF CREDIT IN THE ECONOMIC SYSTEM

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to the types of credit available,
b. develop awareness of the role of credit in business and individual financial planning,
c. acquaint the student with establishing credit and the costs involved, and
d. help the student to compare the advantages and disadvantages of forms of credit and financing.

Learning Outcomes	Student Activities
The student should be able to:	
4.19.01	
list and compare the types of credit available	-visit various businesses to discover their credit policies and present findings to class -compare purposes of: a. charge accounts b. instalment credit c. loan credit d. bank card plans e. teen accounts f. service credit -compare advantages and disadvantages of different purchasing plans

4.19.02 state several reasons for establishing credit	-discuss why people would want to establish credit and factors used in granting credit -debate use of credit -discuss criteria applied to credit applications (character, capacity, capital) discuss a credit bureau -give reasons for using or avoiding credit -view films
4.19.03 compare advantages and disadvantages of consumer credit	-provide examples of cost of credit -explain and use the true interest rate method of calculating the cost of borrowing

MODULE 4.20 SAVINGS AND INVESTMENTS

Goal Statements

The learning experiences in this module are designed to:

a. help the student to develop attitudes toward a systematic savings program,
b. introduce the student to various savings and investment plans, and
c. familiarize the student with the rights and obligations of parties involved.

Learning Outcomes	Student Activities
The student should be able to:	
4.20.01 identify advantages of a savings program	-investigate various savings plans at various banking institutions
4.20.02 list some guidelines for a successful savings plan	-discuss advantages and disadvantages of term deposits, investment certificates, Canada Savings Bonds
4.20.03 identify the ways of investing savings	-investigate low risk blue chip investments -resource speaker (stock broker) -collect information from financial institutions -chart returns from several investments over a five year period -discuss income tax advantages relative to some types of investments

MODULE 4.21 HOUSING AND INSURANCE

Goal Statements

The learning experiences in this module are designed to:

a. enable the student to analyze decisions related to either purchase or rental of a home, and
b. increase student awareness of concepts that apply to protection of home and contents.

Learning Outcomes	Student Activities
The student should be able to:	
4.21.01 compare advantages and disadvantages of renting a home	-investigate several consecutive years of rents
4.21.02 compare advantages and disadvantages of purchasing a home	-investigate several consecutive years of housing prices -discuss the effects of inflation on cost of maintaining a life style
4.21.03 list the basic steps for a saving plan to accumulate a down payment to purchase a home	-discuss the importance of seeking legal advice
4.21.04 outline the steps in arranging financing a home	-discuss "shop around" concept for financing

4.21.05 define: a. mortgage b. time clauses c. amortization d. agreement for sale e. variable rate clauses	-discuss mortgages and agreements for sale
4.21.06 identify related costs in purchase of home	-discuss property taxes, conveyancing, fees, utilities, repairs, insurance, legal fees
4.21.07 identify factors related to home insurance needs	-discuss mortgage loss payable -clauses, liability insurance, content and outbuildings insurance -invite a guest speaker

MODULE 4.22 INSURANCE (OPTIONAL)

Goal Statements

The learning experiences in this module are designed to:

a. increase student awareness of the concept of insurance, and
b. provide examples of the application for general insurance.

Learning Outcomes	Student Activities
The student should be able to:	
4.22.01 outline the concept of sharing economic losses	-class discussion
4.22.02 identify the needs for life insurance	-resource speaker -class discussion on what life insurance is designed to do
4.22.03 identify the needs for automobile insurance	-class discussion of terms as liability, collision, comprehensive
4.22.04 outline insurance coverage for specific needs: a. health b. business c. travel d. tenants	
4.22.05 explain the major differences between term insurance, ordinary insurance and endowment policies	-discuss -use institution materials

4.22.06 compare participating and nonparticipating policies	-discuss
4.22.07 define: a. premium, b. dividend, c. cash surrender value d. maturity	-discuss

Section Three

CP 12 - Business Education

CAREER PREPARATION PROGRAM
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C P 12 - BUSINESS EDUCATION

General Aims and Purpose

The primary aim of the Business Education program in grade 12 is to provide learning experiences that will help students develop marketable skills or qualify for advanced standing in a related program at a college or Provincial institute. At the grade 12 level, an integral part of the learning experience involves practical experience in a working situation external to the school. This cooperative career preparation component involves at least 100 hours of activities that are community based to provide work experience organized through the cooperation of employers and union organizations.

Students should acquire a knowledge of:

a. career opportunities and educational requirements in business vocations,

b. need for continued development of business skills required for job opportunities

c. communication skills required for business careers,

d. continuing education opportunities at various post-secondary institutions,

e. changing technological developments and their implications for job specialization and mobility,

f. employer's expectations for a positive attitude towards the work ethic and good inter-personal skills.

UNIT 1.0 COOPERATIVE CAREER PREPARATION (COMMUNITY BASED)

General Aims

The student should:

a. develop increased understanding of the employment opportunities in the local community, the province and the country;
b. gain practical experience relating to employment responsibilities;
c. benefit from the knowledge and experience of resource persons from business and industry.

Community representatives should participate in organized activities connected with the program.

MODULE 1.01 PREPLACEMENT ROUTINE

Goal Statements

The learning experiences in this module are designed to:

a. provide the opportunity for the student to review appropriate regulations of Workers' Compensation Board;
b. review all necessary procedures for student transportation to and from a placement work site;
c. increase student responsibility to school and employer;
d. acquaint the student with documentation, forms, contracts, and the reports of employer, teacher, and student.

Learning Outcomes	Student Activities
The student should be able to:	
1.01.01	
dress appropriately for the type of employment experience	-discuss appropriate dress for different occupations
1.01.02	
describe the transportation procedures for reaching the job site	-consider public or private means

1.01.03 list the important factors related to expected behaviour on the job	-review introductory process to contact employer -discuss manners, speech, things to observe -discuss significance of reports -read examples of reports that will be written by the employer and the teacher

MODULE 1.02 PLACEMENT (EXTERNAL TO SCHOOL)

Goal Statements

The learning experiences in this module are designed to:

a. provide the student with experiences that will relate school experiences with actual working conditions;
b. provide students with actual job experience in a working environment;
c. increase student awareness and understanding of employee responsibilities;
d. have the student practise increased responsibility within a work environment
e. facilitate effective transition of students between school and employment;
f. assist the student to see value in education and training; and
g. create a student awareness of the opportunities for further training.

Learning Outcomes	Student Activities
The student should be able to:	
1.02.01 function effectively in a job situation	-follow directions mutually agreed to by employer and teacher
1.02.02 work cooperatively with other students or employees	-ask questions related to career goals -maintain good relations with others -acquire training experiences in the community

MODULE 1.03 POSTPLACEMENT ROUTINE

Goal Statements

The learning experiences in this module are designed to:

a. assist the student to make a job analysis of an occupation related to the placement, and
b. review employment and career possibilities related to actual job experience.

Learning Outcomes	Student Activities
The student should be able to:	
1.03.01	
prepare a job analysis of an occupation where work experience was obtained	-review format of sample analyses -discuss career paths
1.03.02	
list safety factors that must be observed in a chosen occupation	-review safety aspects related to self and others

MODULE 1.04 STUDENT REPORTING PROCESS

Goal Statements

The learning experiences in this module are designed to:

a. provide the student with the knowledge of how to report experiences,
b. examine roles of employee duties in an occupation and relate to particular school experiences, and
c. have the student prepare a formal list of contacts and practical job experiences.

Learning Outcomes	Student Activities
The student should be able to:	
1.04.01 complete a report of the job placement and discuss in detail the positive (and negative) aspects of the experience	-review content of reports and prepare details on the work experience -prepare an oral report to the class on the experience at a job site
1.04.02 explain the advantages and disadvantages of an occupation	-discussions in class
1.04.03 list criteria for effective job performance	-discussions in class
1.04.04 discuss unsatisfactory job performance	-discussions in class

MODULE 1.05 LETTER OF THANKS TO EMPLOYER

Goal Statement

The learning experiences in this module are designed to provide the student with a format to prepare a letter of thanks to employers who provided work experience.

Learning Outcomes	Student Activities
The student should be able to:	
1.05.01	
organize and write a letter of thanks to the business firm where job experience was obtained	-prepare a draft for consideration of teacher -type or write a neat letter using correct grammar -mail or deliver to business within one week of return to school

UNIT 2.0 BUSINESS COMMUNICATIONS

General Aims:

The student should:

a. develop aural and oral communication skills;
b. improve written communication skills through a review of grammar, punctuation and spelling;
c. apply English usage skills in the composition of various types of business correspondence (i.e. letters, memos, reports);
d. learn necessary job search skills and prepare appropriate written correspondence; and
e. use appropriate reference and resource materials; and
f. integrate aural, oral, and written communication skills in developing transcription and/or dictation skills (optional).

MODULE 2.01 DICTIONARY USE

Goal Statements

The learning experiences in this module are designed to:

a. increase student awareness of the pronunciation guide of the dictionary,
b. familiarize the student with top-of-page guides,
c. help the student develop skill in the use and functions of the dictionary, and
d. provide opportunities for the student to use the appendices of the dictionary.

Learning Outcomes	Student Activities
The student should be able to:	
2.01.01 locate the pronunciation guide in a dictionary	-refer to a dictionary index and locate pronunciation guide
2.01.02 locate a given word by expedient use of top-of-page guides	

2.01.03 locate unfamiliar words and apply phonetic principles to pronouncing them	
2.01.04 identify syllables, accents, correct spelling, meaning and parts of speech from dictionary listings	-analyze a list of unfamiliar words by indicating: meaning, syllabication, accent symbols, root, prefix and suffix, parts of speech
2.01.05 refer to tables,etc. (equivalents) in appendices and be familiar with what appendices exist in a given dictionary	-from given miscellaneous information (e.g. weights and measures) indicate in which appendix the information is found

MODULE 2.02 SPELLING AND BUILDING VOCABULARY

Goal Statements

The learning experiences in this module are designed to:

a. assist the student to develop a personal and specialized business vocabulary, and
b. assist the student to improve spelling skills and work usage and pronunciation.

Learning Outcomes	Student Activities
The student should be able to:	
2.02.01 define, spell, pronounce and use vocabulary developed during the course	-compile a personal vocabulary
2.02.02 spell words from a list of commonly misspelled words	
2.02.03 compose phrases and sentences in acceptable grammatical form	-correct poorly composed sentences in acceptable grammatical form
2.02.04 use specialized business vocabulary in written and oral communication with ease and confidence	-develop personal vocabulary of business terms; add business terms and meanings to a "personal dictionary" when first encountered in class discussion and reading

MODULE 2.03 WORD DIVISION AND SYLLABICATION

Goal Statements

The learning experiences in this module are designed to:

a. review syllabication rules, and
b. implement use of the dictionary for confirmation of syllabication and possible word division.

Learning Outcomes	Student Activities
The student should be able to:	
2.03.01	
identify syllable divisions through pronunciation recognition and reference to dictionary	
2.03.02	
apply rules of word division	-complete assignments by correctly hyphenating word divisions

MODULE 2.04 PARTS OF SPEECH

Goal Statement

The learning experiences in this module are designed to provide practice in the identification and correct use of all parts of speech.

Learning Outcomes	Student Activities
The student should be able to:	
2.04.01	
identify and analyze in context: a. nouns b. pronouns c. verbs d. adverbs e. adjectives f. prepositions g. conjunctions h. subjects and i. predicates	-parse a collection of given sentences -parse a collections of their own sentences

MODULE 2.05 GRAMMAR AND WORD USAGE

Goal Statement

The learning experiences in this module are designed to provide opportunities for students to use correct grammar and word usage.

Learning Outcomes	Student Activities
The student should be able to: 2.05.01 incorporate the following grammatical elements into oral and written communication: a. correct word usage b. compound words c. plurals d. possessives e. verb case and tense f. noun number and gender g. homonyms h. synonyms i. antonyms j. agreement of subject and predicate k. agreement and reference of pronouns l. modifiers m. phrases and clauses	-given a choice of alternatives complete blanks within a set of sentences -given a set of sentences, identify the parts of speech -given a set of incorrect sentences, revise the sentences -given a set of sentences, identify those that are correct, and amend those that are incorrect -write sentences avoiding constructions that are inappropriate such as: a. run-on sentences b. sentence fragments c. faulty tense change d. nonagreement e. nonparallel construction f. clichés

MODULE 2.06 PUNCTUATION AND CAPITALIZATION

Goal Statement

The learning experiences in this module are designed to provide opportunities for each student to recognize the functions and use appropriate punctuation marks.

Learning Outcomes	Student Activities
The student should be able to:	
2.06.01 identify the function and use: a. comma b. semi-colon c. colon d. period e. question mark f. exclamation point g. apostrophe h. hyphen i. parentheses j. quotation marks k. dash	-punctuate a given group of sentences -distinguish between correct and incorrect forms of punctuation
2.06.02 apply the rules for capitalization in written work	-supply the necessary capitalization in a group of sentences containing proper nouns, proper adjectives and important events -punctuate and capitalize a paragraph that is unpunctuated.

MODULE 2.07 PARAGRAPHING

Goal Statements

The learning experiences in this module are designed to:

a. help the student to gain skill in arranging given material in a logical sequence, and
b. increase student ability to make paragraph decisions.

Learning Outcomes	Student Activities
The student should be able to:	
2.07.01 identify main and supporting ideas in a paragraph or selection	-organize material in a logical sequence as determined by the subject, purpose and audience
2.07.02 select and pattern sentences and paragraphs according to the overall structure and purpose of the composition	-make paragraph decisions on given material and substantiate such decisions

MODULE 2.08 RULES FOR NUMBERS AND ABBREVIATIONS

Goal Statements

The learning experiences in this module are designed to provide opportunities for the student to apply the rules for expressing numbers and abbreviations in written form.

Learning Outcomes	Student Activities
The student should be able to:	
2.08.01 apply the rules for expression of numbers	-rewrite sentences in which numbers may have been incorrectly expressed
2.08.02 define the meaning of, and use standard abbreviations	
2.08.03 apply the rules in sentences, correspondence, addresses, etc.	-correct sentences with errors in abbreviations

MODULE 2.09 BUSINESS LETTER STYLES AND ENVELOPES

Goal Statements

The learning experiences in this module are designed to introduce letter styles and envelope addressing of No. 8 and No. 10 envelopes.

Learning Outcomes	Student Activities
The student should be able to:	
2.09.01 identify and arrange the parts of a letter, including special mailing notations	
2.09.02 identify full block and modified block styles	
2.09.03 use appropriate punctuation styles for full block and modified block letters	
2.09.04 set up business letters in a correct format	-set up two business letters - one in full block style, one in modified block style - with acceptable punctuation style
2.09.05 address envelopes in a conventional format, including special and mailing notations	-discuss the functions of special and mailing notations, and indicate placement on both letters and envelopes
2.09.06 complete mailable letters, fold and insert into addressed No. 8 and No. 10 envelopes	-address envelopes; fold and insert letters

MODULE 2.10 COMPOSITION OF VARIOUS TYPES OF LETTERS

Goal Statements

The learning experiences in this module are designed to:

a. familiarize the student with the following types of letters: inquiry, request, complaint, transmittal, confirmation and follow-up;
b. provide an introduction to the characteristics of effective business letters;
c. provide opportunities for the student to compose each type of letter; and
d. enable the student to analyze, proofread, and correct prepared business letters.

Learning Outcomes	Student Activities
The student should be able to:	
2.10.01 list the characteristics and functions of the following types of business letters: a. inquiry b. request c. complaint d. transmittal e. confirmation f. follow-up	-categorize several letter examples
2.10.02 identify the characteristics of effective business letters (i.e. clear, complete, concise, accurate, courteous, and the "you" approach)	-improve upon a given set of letters by: a. simplifying "wordy" statements b. correcting grammar c. modifying sequence d. redesigning layout
2.10.03 analyze, proofread, and correct given business letters according to appropriate English usage and the conventions of business writing	-edit and correct poorly written letters

2.10.04 compose various types of letters incorporating the qualities of clarity, completeness, conciseness, accuracy and courtesy	-write a selection of inquiry, request, complaint, transmittal, confirmation and follow-up letters

MODULE 2.11 MEMORANDA

Goal Statements

The learning experiences in this module are designed to:

a. introduce memo function and format,
b. introduce memo layouts including snapsets, and
c. develop student skill in composition of clear and concise memoranda.

Learning Outcomes	Student Activities
The student should be able to:	
2.11.01	
explain function of memoranda (as opposed to letters or oral messages)	-based upon notes and examples given, compose an interoffice memorandum; type in acceptable format
2.11.02	
set up memoranda in correct form, including snapsets	
2.11.03	
compose clear and concise memoranda; type in acceptable format	

MODULE 2.12 REFERENCE MATERIALS

Goal Statement

The learning experiences in this module are designed to provide opportunities for the student to locate and use various reference materials and resources.

Learning Outcomes	Student Activities
The student should be able to:	
2.12.01	
name several reference books, resources and their purposes;	-compile lists of local resources and their speciality
2.12.02	
identify appropriate reference book/ source for given information	-from a given list of topics identify title of appropriate reference book or resource
2.12.03	
locate quickly required information in chosen reference book (use of indexes, page guides, etc.)	-given requests for specific information, quote source, page number and information requested

MODULE 2.13 BUSINESS REPORTS

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to the style and content of both formal and informal reports, and
b. enable each student to prepare a short, informal report.

Learning Outcomes	Student Activities
The student should be able to:	
2.13.01	
name instances in which preparation of reports would be desirable (formal or informal)	-review a series of reporting situations; identify whether a formal or informal report is most suitable
2.13.02	
write in formal or informal language to meet the reporting requirements of a specific situation	-compose a formal or informal report on given topics or situations
2.13.03	
sequence a short, informal report containing all components in acceptable format	-sequence a report from unarranged material

MODULE 2.14 AGENDA AND MINUTES

Goal Statements

The learning experiences in this module are designed to:

- a. provide an overview of the concept of meetings, agendas and minutes;
- b. introduce and illustrate various formats;
- c. provide the student with opportunities for a simulated experience for taking minutes; and
- d. enable each student to prepare both an agenda and a set of minutes.

Learning Outcomes	Student Activities
The student should be able to:	
2.14.01 explain the purpose and need for agendas and minutes for meetings	
2.14.02 identify situations where agenda and minutes would be useful and/or necessary	
2.14.03 identify agenda items	-prepare an agenda in logical sequence
2.14.04 select appropriate facts to be recorded in a simulated meeting (agenda should be referred to)	-with the aid of an agenda, conduct a simulated meeting and record appropriate facts for inclusion in "minutes"
2.14.05 correctly prepare an agenda and minutes in acceptable format for a simulated meeting	-write or type in final form the simulated minutes for the meeting

MODULE 2.15 DEVELOPING LISTENING SKILLS

Goal Statements

The learning experiences in this module are designed to:

a. assist the student in developing critical listening skills,
b. provide opportunities for the student to comprehend and correctly act upon oral instructions,
c. enable the student to interpret and act upon incomplete and ambiguous instructions, and
d. develop student skills to receive and accurately relay spoken messages.

Learning Outcomes	Student Activities
The student should be able to:	
2.15.01	
repeat a message given under distracting conditions	-role play situations where there are distractions, interruptions, a series of speakers, etc.
2.15.02	
distinguish between appropriate and unacceptable listening behaviours	-listen constructively and courteously in conversation or discussion -avoid interrupting; display interest and involvement; respond appropriately -discuss importance of listening skills in large group situations
2.15.03	
use appropriate forms and procedures to aid recall and interpretation of information one hears (e.g. notetaking, tape recording)	-record clearly (perhaps on a message pad) an orally received message - to be passed on to someone else with no further oral explanation allowed

2.15.04 repeat, using accurate and concise terminology, essential information obtained from oral instructions	-clarify an ambiguous message

MODULE 2.16 ORAL SKILLS

Goal Statements

The learning experiences in this module are designed to:

a. encourage the student to speak clearly and confidently;
b. assess the need for, and use, the appropriate level of language, including body language;
c. provide opportunities for the student to greet, introduce and direct people; and
d. introduce procedures needed to outline and prepare an oral presentation.

Learning Outcomes	Student Activities
The student should be able to:	
2.16.01 discuss the benefits for use of correct grammar and enunciation in oral communication	-respond confidently and clearly to oral questioning
2.16.02 use correct grammar and enunciation in everyday speech patterns	-compare acceptable speech patterns
2.16.03 introduce a person in a proper and courteous manner	-role play specific introductions
2.16.04 demonstrate ways in which body language affects communication	-role play specific situations, either individually or in groups
2.16.05 select language, style and format that is appropriate to one's purpose and audience.	-give a brief oral presentation using an outline as a guide -outline thoughts and dictate a message using dictation equipment

MODULE 2.17 TELEPHONE TECHNIQUES

Goal Statement

The learning experiences in this module are designed to demonstrate the effective use of the telephone in answering and placing calls, relaying messages, and making appointments.

Learning Outcomes	Student Activities
The student should be able to:	
2.17.01 discuss importance of voice tone and modulation	-use teletrainer (B C Telephone) -watch film (B C Telephone)
2.17.02 demonstrate acceptable telephone techniques	-role play situations either individually or in groups demonstrating appropriate responses and techniques
2.17.03 complete telephone message forms accurately	-fill in appropriate information on telephone message pads and deliver promptly
2.17.04 retrieve information from various sections of telephone directories	
2.17.05 name specialized telephone systems and services, and their applications	-resource speakers on technological changes in communication
2.17.06 identify specific functions and types of telephone systems and services	-use of appropriate transfer and holding devices -discuss the variety of telephone equipment and options available -proper use of answering service

MODULE 2.18 ASSESSING QUALIFICATIONS FOR CAREER CHOICES

Goal Statements

The learning experiences in this module are designed to:

a. enable the student to assess personal qualifications, interests and aspirations, in relation to possible career opportunities;
b. assist the student to categorize types of employment and the skills and education acceptable at various levels; and
c. increase student awareness of career advancement opportunities through self-improvement and continuing education.

Learning Outcomes	Student Activities
The student should be able to:	
2.18.01 identify personal qualifications and match these with job skill requirements	-list and categorize own areas of competence, (skills and abilities), interests, personal qualities, and aspirations, and relate them to possible career opportunities -match skills to job descriptions and define appropriate levels of competence in the skills to meet requirements of position
2.18.02 identify areas where acquisition of additional knowledge and skills may improve promotion opportunities	-discuss the need for continuing education in employment to facilitate or speed-up advancement

MODULE 2.19 JOB SEARCH SKILLS

Goal Statements

The learning experiences in this module are designed to:

a. acquaint each student with employment opportunities through newspapers, placement agencies, personnel offices, internal postings/competitions, Canada Employment and Immigration Commission (Manpower), and door-to-door job search;
b. provide opportunities for each student to consider short-term and long-term career opportunities; and
c. create awareness of horizontal and vertical job mobility.

Learning Outcomes	Student Activities
The student should be able to:	
2.19.01 name sources of employment opportunities	-identify positions currectly available that are advertised through various media -discuss opportunities available through door-to-door job search -creative job search techniques
2.19.02 define career goals and limitations	-make career plans based on adequate knowledge of personal skills, interests, aptitudes and abilities; requirements and rewards of possible careers
2.19.03 define horizontal and vertical mobility within a given time frame	-discuss promotion opportunities within an organization -discuss career growth through changes in employers

MODULE 2.20 APPLICATION FORMS

Goal Statements

The learning experiences in this module are designed to:

a. assist each student to identify the purpose of applications forms,
b. introduce the student to a variety of application forms, and
c. stress the importance of correct and neat completion of application forms.

Learning Outcomes	Student Activities
The student should be able to:	
2.20.01 identify the common components of typical job application forms	
2.20.02 discuss the relevance of unusual information requested on some application forms	-discuss Human Rights legislation as it pertains to information requested on application forms
2.20.03 complete a job application form	-examine a variety of standard application forms and complete at least one sample -anticipate needs of application process (common procedures) -dress appropriately -documents and information -pen -deportment

MODULE 2.21 LETTERS OF APPLICATION

Goal Statements

The learning experiences in this module are designed to:

a. familiarize the student with the various types of letters of application,
b. stress the importance of content and appearance, and
c. assist each student to prepare an acceptable letter of application.

Learning Outcomes	Student Activities
The student should be able to:	
2.21.01	
explain the importance of content and appearance of an unsolicited letter of application	
2.21.02	
select relevant information to be included in either a solicited or unsolicited letter of application	
2.21.03	
compose a letter of application for a specific job	-prepare a mailable letter of application for a specific job

MODULE 2.22 PERSONAL DATA SHEET

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to purpose, format, and content of a personal data sheet;
b. assist each student to organize and prepare a personal resume; and
c. stress the importance of obtaining permission for use of a reference's name.

Learning Outcomes	Student Activities
The student should be able to:	
2.22.01 list components that should be included in a personal data sheet	-discuss relevant material to be included in a data sheet
2.22.02 outline qualifications, education, experience, etc., and subsequently prepare a personal data sheet	-prepare an accurate, neat, personal data sheet and discuss the need for updating
2.22.03 compose a letter requesting a letter of reference	-prepare a letter requesting a letter of reference

MODULE 2.23 EMPLOYMENT TESTS

Goal Statements

The learning experiences in this module are designed to:

a. introduce each student to the concept of employment tests, and
b. develop awareness of the variety of test material that might be encountered in employment applications.

Learning Outcomes	Student Activities
The student should be able to:	
2.23.01 take an employment test under simulated testing conditions	-discuss employment tests and testing conditions -note the variety of testing material that may be encountered (e.g. mathematical, manual dexterity, aptitude, etc.) -attempt an employment test under simulated testing conditions
2.23.02 discuss the relevance of employment testing	

MODULE 2.24 INTERVIEW AND FOLLOW-UP

Goal Statements

The learning experiences in this module are designed to:

a. familiarize each student with various interview styles and techniques;
b. create an awareness of the interviewee's role, responsibilities, and types of responses;
c. have each student analyze an interview; and
d. acquaint the student with acceptable methods of notifying the interviewer of continued interest (thank you letters and follow-up calls).

Learning Outcomes	Student Activities
The student should be able to:	
2.24.01	
compare interview proceedings from perspective of both interviewer and interviewee	-discuss techniques for handling an interview, e.g. dressing appropriately, taking necessary documents, knowing what to say, when to leave - how to follow up
2.24.02	
respond appropriately in a simulated interview situation	-role play interview situations: one-to-one and panel -discuss the employer's perspective in an interview -discuss the need for appropriate interview follow-up
2.24.03	
write a letter of thanks to interviewer	

MODULE 2.25 ACCEPTING/REJECTING A JOB OFFER

Goal Statement

The learning experiences in this module are designed to outline suitable procedures for accepting or rejecting a job offer.

Learning Outcomes	Student Activities
The student should be able to:	
2.25.01 identify various fringe benefits	-discuss various fringe benefits, their purpose and function
2.25.02 accept a job offer using either oral or written communication	-use proper acceptance format both oral and written
2.25.03 reject a job offer using either oral or written communication	-use appropriate rejection format - both oral and written

MODULE 2.26 RESIGNING FROM A POSITION

Goal Statement

The learning experiences in this module are designed to acquaint each student with procedures for advance notification of resignation.

Learning Outcomes	Student Activities
The student should be able to:	
2.26.01	
describe the important points which must be included in a letter of resignation	-discuss reasons for advance notification of resignation -discuss resignation clauses contained in union contracts, company policy manuals and labour legislation
2.26.02	
write a letter of resignation in acceptable format	-write an acceptable letter of resignation and give suitable reasons for same -discuss need for diplomacy

MODULE 2.27 TRANSCRIPTION SKILLS (OPTIONAL)

Goal Statements

The learning experiences in this module are designed to:

a. enable each student to demonstrate transcription skills such as listening to and comprehending thought phrases, and typing thought phrases from dictation; and
b. provide opportunities for each student to transcribe, in mailable form, materials recorded on a transcription machine.

Learning Outcomes	Student Activities
The student should be able to:	
2.09.01	
operate efficiently a transcribing machine adopting stop-listen-type techniques, and produce mailable items without the need to draft	-complete exercises
2.09.02	
produce a mailable document from recorded dictation within a measured time period	

UNIT 3.0 BUSINESS MACHINES PROCEDURES

General Aims

The student should develop:

a. the correct touch method to perform arithmetic functions,
b. the skill for the improvement of speed,
c. the ability to utilize machine skills in business applications, and
d. verification methods for accuracy and problem solving.

MODULE 3.01 TOUCH SKILLS

Goal Statements

The learning experiences in this module are designed to:

a. introduce the student to the correct hand position,
b. introduce the student to the proper touch technique, and
c. develop the student's ability to organize the work area.

Learning Outcomes	Student Activities
The student should be able to:	
3.01.01	
demonstrate correct hand position	
3.01.02	
demonstrate the proper touch technique used for machine calculations	
3.01.03	
outline the benefits of a well organized work station	-organize the work area

MODULE 3.02 MACHINE OPERATIONS

Goal Statements

The learning experiences in this module are designed to:

- a. provide an introduction to the calculator keyboard,
- b. develop skills in the use of accepted universal machine symbol keys for basic machine operation,
- c. develop technique and skill in the use of a calculator, and
- d. develop an understanding of correct arithmetic terminology.

Learning Outcomes	Student Activities
The student should be able to:	
3.02.01 identify various parts and functions of the calculator key board	
3.02.02 outline the sequence of keys used in various machine functions	
3.02.03 define and use arithmetic terminology	-define - addend - subtrahend - minuend - quotient
3.02.04 discuss the importance of following correct sequence for calculation (BODMAS)	

MODULE 3.03 ADDITION

Goal Statements

The learning experiences in this module are designed to:

a. develop student skill in the application of the proper method of addition on a calculator,
b. reinforce the proper touch technique when entering numbers into the calculator, and
c. improve the speed and accuracy of calculator use.

Learning Outcomes	Student Activities
The student should be able to:	
3.03.01	
total columns of whole numbers	-complete skill building exercises using columns of numbers
3.03.02	
total and organize columns of numbers containing decimals	-complete problems concerning addition of unorganized mixed numbers
3.03.03	
obtain subtotals and totals for columns of numbers	-complete skill building exercises involving decimals
3.03.04	
verify totals	-use checking techniques

MODULE 3.04 SUBTRACTION

Goal Statements

The learning experiences in this module are designed to:

a. develop student skill in the application of the proper method of subtraction on a calculator, and
b. reinforce the touch technique for accurate and fast data entry.

Learning Outcomes	Student Activities
The student should be able to:	
3.04.01	
add and subtract whole numbers to obtain a negative or positive total	-complete skill building exercises using mixed positive and negative numbers in columns
3.04.02	
add and subtract numbers with decimals	
3.04.03	
subtotal, total and verify	-apply checking techniques and complete exercises using business and industry examples

MODULE 3.05 MULTIPLICATION

Goal Statements

The learning experiences in this module are designed to:

a. develop student skill in the application of the proper method of multiplication on a calculator, and
b. reinforce the touch technique for accurate and fast data entry.

Learning Outcomes	Student Activities
The student should be able to:	
3.05.01	
calculate the product of numbers	-multiply whole numbers -multiply numbers with decimals
3.05.02	
calculate and round-off the product of numbers containing decimals	-multiply numbers with and without decimals and then round-off
3.05.03	
calculate a series of products from given amounts; accumulate the totals and then round-off	-complete exercises to simulate business and industry procedures -prove accuracy of answers

MODULE 3.06 DIVISION

Goal Statements

The learning experiences in this module are designed to:

a. develop student skill in the application of the proper method of division on a calculator, and
b. introduce the sequence of operations performed and the placement of the decimal point.

Learning Outcomes	Student Activities
The student should be able to:	
3.06.01	
calculate the quotient of whole numbers and round-off	-divide whole numbers
3.06.02	
calculate the quotient from numbers containing decimals	-divide numbers with decimals
3.06.03	
calculate the average (arithmetic mean) from a set of mathematical information	-accumulate a series of totals and obtain the mean from this information -use examples from industry and business -prove accuracy of answers

MODULE 3.07 RATIO, PROPORTION AND PERCENTAGE

Goal Statements

The learning experiences in this module are designed to:

a. provide opportunities for the student to apply calculation skills to problems in ratio, proportion and percentage, and
b. acquaint the student with the order of operations performed when solving problems.

Learning Outcomes	Student Activities
The student should be able to:	
3.07.01	
convert number notations from fractions to decimals to percent	
3.07.02	
calculate a percent of a whole number	
3.07.03	
calculate what percent one number is of another	
3.07.04	
perform a series of calculations involving ratio, proportion and percentage	-use examples from industry and business

MODULE 3.08 MARK UP AND MARK DOWN

Goal Statement

The learning experiences in this module are designed to develop the ability of the student to apply mathematical skills to calculate mark up and mark down.

Learning Outcomes	Student Activities
The student should be able to:	
3.08.01	
calculate mark up based on cost or selling price	-complete exercises to calculate mark up on cost price of goods -exercises to calculate the selling price if cost price and rate of mark up are known -exercises to calculate the selling price if cost price and rate of margin of profit are known
3.08.02	
calculate mark down based on cost or selling price	-the above based on selling price

MODULE 3.09 INVOICING

Goal Statements

The learning experiences in this module are designed to:

a. provide opportunities for the student to become proficient with the use of sales taxes and with other charges (freight, duties, etc.),
b. develop student skill in the use of various trade discounts,
c. acquaint the student with the importance of cash discounts, and
d. provide opportunities for the student to complete a variety of invoices.

Learning Outcomes	Student Activities
The student should be able to:	
3.09.01 calculate the extensions on an invoice	-complete a problem invoice -verify extensions on a problem invoice -complete invoicing project
3.09.02 calculate appropriate trade discounts	
3.09.03 calculate sales taxes	
3.09.04 calculate any additional charges, such as postage, shipping and duty rates	
3.09.05 accumulate a grand total for the invoice	

MODULE 3.10 SIMPLE AND COMPOUND INTEREST

Goal Statements

The learning experiences in this module are designed to:

a. develop the ability of the student to calculate simple interest,
b. develop the ability of the student to calculate compound interest, and
c. introduce and apply concepts related to borrowing practices.

Learning Outcomes	Student Activities
The student should be able to:	
3.10.01 calculate simple interest	Note: complete exercises for each Learning Outcome
3.10.02 calculate compound interest	
3.10.03 calculate interest rate	
3.10.04 discuss the concept of present values	-find present values using tables; i.e. banking
3.10.05 calculate the interest on payments on a personal instalment loan	-select specific examples and compare total costs

MODULE 3.11 WAGES AND PAYROLL

Goal Statements

The learning experiences in this module are designed to:

a. provide opportunities for the student to calculate gross earnings,
b. enable the student to apply rules to calculate appropriate deductions,
c. introduce the student to procedures for preparing a payroll register, and
d. enable the student to develop the ability to prepare payroll cheques.

Learning Outcomes	Student Activities
The student should be able to:	-resource speakers -complete a simulation payroll project using the one-write system
3.11.01 calculate gross earnings	
3.11.02 determine, using tables, CPP, UIC, Revenue Canada deductions	
3.11.03 determine and calculate other common payroll deductions	
3.11.04 balance payroll register	
3.11.05 write a cheque without error	
3.11.06 complete a payroll project involving a number of employees	

MODULE 3.12 INCOME TAX

Goal Statements

The learning experiences in this module are designed to:

a. enable the student to correctly prepare individual tax returns, calculating provincial and federal items;
b. complete required schedules; and
c. assist the student in calculating balances due and refunds to be claimed.

Learning Outcomes	Student Activities
The student should be able to:	
3.12.01	
complete a personal income tax return (long form)	-complete individual income tax returns
3.12.02	
calculate Unemployment Insurance Commission and Canada Pension overpayments	
3.12.03	
complete schedules needed for income tax return	-complete tax returns for other situations, e.g. small business -for individual business operations as farming, fishing, etc.

MODULE 3.13 STOCKS AND BONDS

Goal Statements

The learning experiences in this module are designed to:

a. develop student skills in use of calculations related to buying and selling prices, and
b. develop student skills in use of calculations related to income yield on stocks and bonds.

Learning Outcomes	Student Activities
The student should be able to:	
3.13.01 describe various features of stocks and bonds	
3.13.02 investigate and calculate costs in buying and selling of stocks and bonds	-using a newspaper, determine selling prices for stocks and bonds -investigate the variety of sales commissions paid
3.13.03 calculate yield on bonds	
3.13.04 recognize the difference between interest and dividends	

Section Four
Resource Materials

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BUSINESS EDUCATION RESOURCE MATERIALS

GRADE 11 UNIT 1.0 COOPERATIVE CAREER PREPARATION (SCHOOL BASED)
GRADE 12 UNIT 1.0 COOPERATIVE CAREER PREPARATION (COMMUNITY BASED)

A. Classroom Reference Books

1. A Practical Manual for Job-Hunters and Career-Changers: What Color Is Your Parachute?, Richard Nelson Bolles, Ten Speed Press, 1981. Available from Ten Speed Press, Box 7123, Berkeley, CA 94707 for $14.95 plus $.75 per copy.

   The Quick Job-Hunting Map, beginning and advanced, is also available. Good for job search and job preparation. Overlaps into Business Communications. Revised annually late in March.

2. Careers in Marketing, 2nd Edition, James A. Bikkie, Eugene L. Dorr, Gregg Division, McGraw-Hill Book Company, Toronto, 1978. Good reference book for students interested in marketing. A text-workbook.

3. Intensive Clerical and Civil Service Training, 5th Edition, Fisher, Kitchenstein, Gage, 1978.

GRADE 11 UNIT 2.0 TYPEWRITING

A. Classroom Sets

1. Edited Copy for Word Processing, A.E. Klein, Dictation Disc Company, New York, 1978. Rough draft copy using proofreader's symbols.

2. Minisims Temporaries, Modern Office Simulations 1, Rosemarie McCauley, Bobbs-Merrill Educational Publishing, Indianapolis, 1979. Student acts as a temporary employee in an office for a day. Takes five to eight classroom hours to complete. Students work independently. Teachers guide available.

3. 9 to 5 At the Business Office, Joyce W. Irving, Gregg Division/McGraw-Hill Book Company, Toronto, 1978. Three jackets: General Clerical Occupations, Accounting/Data Processing Occupations, Secretarial/Stenographic Occupations. Overlaps into Business Records. Teacher's Manual and key available.

4. The Canadian Office, Lois Tarnai, John Wiley and Sons, 1982. Textbook with excellent teacher's manual and resource book.

P 5. Typing 300, Volume 1, Rowe, Lloyd, Winger, 1977

6. Business Applications in Typewriting, Farmer, Graham, Jenkins, Gage Publishing 1976

P Prescribed Text

GRADE 11 UNIT 2.0 TYPEWRITING

B. Classroom Reference Books:

1. 10,000 Medical Words, Byers, Edward E. Gregg Division/McGraw-Hill Book Company, Toronto, 1972. Spelled and divided for quick reference.

2. 10,000 Legal Words, Kurtz, Adams, Vezeau Gregg Division/McGraw-Hill Book Company, Toronto, 1971. Spelled and divided for quick reference.

3. 20,000 Words, Leslie, Louis A. Gregg Division/McGraw-Hill Book Company, Toronto, 1977. Spelling reference and word division manual, metric symbols, postal code and verbal idioms.

4. Reference Manual for Secretaries and Typists, Sabin Gregg Division/McGraw-Hill Book Company. Second Canadian Edition S.I. Metric, 1978. Comprehensive reference for modern business style, English grammar and usage, typing and transcription.

5. Typing Our Language, Erickson, L.W. Scott Foresman and Company Glenview, Illinois 60025 1970. 128 page paperback. Beginning keyboarding for English as a Second Language students.

6. Word/Information Processing Concepts - Careers, Technology and Applications, Bergerud and Gonzalez. John Wiley and Sons Canada Ltd. 1981 Instructor's Manual available.

7. Word Processing - Concepts and Careers, Bergerud and Gonzalez John Wiley and Sons, Toronto, 1981. Teacher's Resource Manual and dictation recordings available.

GRADE 11 UNIT 3.0 BUSINESS RECORDS

A. Classroom Sets

1. Village Garden Center (A Pegboard Payroll Simulation) McElman. Gage Publishing Ltd. 1978. Payroll using one-write system

2. Sea Gems of Vancouver, A Practice Set. Available in 1983. A practice set using a combined columnar journal. Based on a coastal fish retailer.

GRADE 11 UNIT 3.0 BUSINESS RECORDS

B. Classroom Reference Books

1. The Careers in Focus Series: Business and Office Occupations, Marla P. Peterson, Charles S. Winn, Gregg Division, McGraw-Hill Book Company, Toronto, 1976

2. The Careers in Focus Series: Exploring Marketing Occupations. Smith, Vorndran, Winn. Gregg Division, McGraw-Hill Book Company, Toronto, 1976

   These two books are part of a series of fourteen career exploration manuals.

3. Checker-Cashier, 2nd Edition. Doehring, Paul, Mills. Gage Publishing, 1977. Takes 20-25 hours to complete.

4. Retail Sales Training Manual, Irene Warren. Available from Public Services Section, Ministry of Education, 878 Viewfield, Victoria, B.C. V9A 4V1. Order Number MN0013, price $4.00.

5. The Receiving, Checking, Marking, Stocking Clerk, 2nd Edition. Moffett & Hawkins. Gregg Division, McGraw-Hill Book Company, 1980.

6. Alphabetic Indexing, 3rd Edition. Mearl R. Guthrie. South-Western Publishing Company, 1964. Manual also available.

GRADE 11 UNIT 4.0 GENERAL BUSINESS

A. Classroom Sets

1. Looking at the Marketplace, Richard Fraser. Gage Publishing Ltd., Toronto, 1981. Teacher resource book available.
2. Looking at the Government, Gary R. Dussiaume. Gage Publishing Ltd., Toronto, 1981. A soft-bound inexpensive book. Teacher guides available.

GRADE 11 UNIT 4.0 GENERAL BUSINESS

B. Classroom Reference Books

1. Abridged Economics - The Science of Common Sense, Canadian Edition, Procunier and Bowden, Gage Publishing Ltd., 1981. Study guide and manual also available.

2. The World of Economics, 2nd Canadian Edition, MacDonald, Silk and Saunders, McGraw-Hill Ryerson Ltd., Toronto, 1979. Transparency Masters to accompany this text are excellent. Teacher's Manual and Workbook and Study Guide are also available.

3. An Introduction to Canadian Business, Third Edition, Maurice Archer, McGraw-Hill Ryerson Ltd., Toronto, 1978.

4. Introductory Marketing - A Retail Perspective, Taller. McGaw-Hill, 1977

GRADE 12 UNIT 2.0 BUSINESS COMMUNICATIONS

A. Classroom Sets

1. Business Communications: A Problem-Solving Approach, Rosemary Fruehling, McGraw-Hill Book Company

2. Business Correspondence, Fruehling & Bouchard, McGraw-Hill Book Company, 1976. Teacher's Manual available.

3. Canadian Filing Practice Set, Smith and Laker. Pitman 1976

GRADE 12 UNIT 2.0 BUSINESS COMMUNICATIONS

B. Classroom Reference Books

1. Instant English Handbook, Semmelmeyer and Bolander, Career Publishing, Inc., 1981. Address: 1500 Cardinal Drive, Little Falls, New Jersey 07424.
2. Spelling Improvement, 3rd Edition, Patricia Fergus. McGraw-Hill Book Company, Toronto, 1978.
3. Communication for Business Students, Dorothy Farmiloe. Holt, Rinehart and Winston of Canada Ltd., Toronto, 1981.
4. Effective English for Business Communication, Brown, Burtness and Clark. Gage Publishing Ltd., Toronto, 1982. Teacher's manual and study projects available.
5. Effective English for Colleges, Burtness and Aurner, South-Western, 1975
6. Business English - 50 Spirit Masters, Louis D. Mason J. Weston Walch, Address: Portland, Maine 04104
7. Employment Interview Activity Pack, June Dostal. J. Weston Walch, 1977. Address: Portland, Maine 04104.
8. Telephone Use Activity Pack, Herman Mintz, J. Weston Walch, Address: Portland, Maine 04104
9. Business Communications Simulation Set, June Dostal, J. Weston Walch, Portland, Maine 04104
10. Tea Leaves - A New Look at Resumes, Richard N. Bolles. Ten Speed Press, 1979. Address: Box 7123, Berkeley, CA 94707
11. The Perfect Resume, Tom Jackson, Anchor Press, Doubleday, 1981
12. Plain English - Intermediate, F.G. Howlett, The Yale Book Company Ltd., 1978. Address: 34 Butternut Street, Toronto, Ontario M4K 1T7.
13. The Letter Clinic: How to Dictate, Matthews and Moody Gage Publishing, 1982
14. The Business Communicator, Robert E. Swindle, Prentice-Hall, Inc., 1980

GRADE 12 UNIT 3.0 BUSINESS MACHINES PROCEDURES

A. Classroom Sets

1. RPM Unlimited: A Business Machines Practice Set, Second Edition, D. Albertson, Gregg Division, McGraw-Hill Ryerson Limited, 1980
2. Machine Office Practice, Second Edition, Nicholas J. Cornelia and Peter L. Agnew, Gage Publishing Company, 1971. Uses four basic calculating machines.
3. Business Machines Projects, English and Pactor, Pitman Publishing 1973

GRADE 12 UNIT 3.0 BUSINESS MACHINES PROCEDURES

B. Classroom Reference Book

1. Rapid Calculation and Estimating Skills, Park and Racknor, Copp Clark Pitman, 1978

LIBRARY RESOURCES

The Three Boxes of Life, Richard N. Bolles. Ten Speed Press, Box 7123, Berkeley, CA 94707, 1978. $11.95

Up the Organization, Robert Townsend, Fawcett Crest Books, 1970. $2.25

Guerrilla Tactics in the Job Market, Tom Jackson. Bantam Books 666 Fifth Avenue, New York, NY 10103, 1980. $2.95

Pick Your Job - and Land It! Sidney and Mary Edlund, Sandollar Press, 1954

Complete Job-Search Handbook, Howard Figler. Holt, Rinehart, Winston, New York, 1979. Paperback

Go Hire Yourself an Employer, Richard K. Irish. Anchor Press/Doubleday, Garden City, NY, 1978. $6.25

How to Ask for a Raise Without Getting Fired, Lawrence D. Schwimmer, Harper and Row, San Francisco, 1980. $3.95

The Classroom Teacher's Workbook for Career Education, Joyce Slayton Mitchell. Avon Publishers, 959 - 8th Avenue, New York NY 10019, 1979 $2.75

Choice or Chance, Gainer and Stark. McGraw-Hill, 1979

Directions: A Guide to Career Planning, Bachhuber. Houghton Mifflin Company, 1978. Paperback

Job Hunting Secrets and Tactics, Stanat and Reardon, New Century/ Westwind, 1977

Dateline Canada: Understanding Economics through Press Reports, Peter Kennedy, Gary Dorash. Prentice-Hall, Scarborough, Ontario, 1978

FREE OR MINIMAL COST MATERIALS

Employment and Immigration Canada	-several publications on careers in various fields, i.e. "Careers Canada" -request list of publications
University and College Placement Association 43 Eglington Avenue East 10th Floor Toronto, ON M4P 1A2	-several excellent publications on careers and employment planning, i.e. self evaluation, life-style, interviewing -minimal cost for publications -request list of publications
The Chilliwack Survey	-a questionnaire which involves students in obtaining up-to-date information from the local community to be analyzed in class by teacher and students in order to develop an understanding of employer needs. Most appropriate for use in Section 2, Unit 1 and Section 3, Unit 2. -a copy of the questionnaire and explanation can be obtained by writing: Jon V. Jordan c/o School District #33 46361 Yale Road East Chilliwack, B.C. V2P 2P9
Consumer Services Center 204 - 370 East Broadway Vancouver, BC V5T 1W5	-request free materials list
Royal Bank 1055 West Georgia Street 35th Floor Public Affairs Department Vancouver, BC V6E 3S5	-many good educational materials available upon request

The Canadian Life Insurance Associations Inc. 55 University Avenue Suite 1400 Toronto, ON M5J 2K7	-booklets on insurance facts available upon request
Canadian Labour Congress Public Relations Department 2841 Riverside Drive Ottawa, ON K1V 8X7	-several brief but informative pamphlets on Unions, i.e. history of unions in Canada, how unions work, glossary of labour terms -available upon request
Catalogue of Learning Resources Grades K to XII Ministry of Education	-refer to Business Education - General Business 11 and 12 -Teacher Resource Package is available to a teacher starting General Business 11 or 12. This may be received only once when the course is first established.
Legal Services Society Schools Program 555 West Hastings Street Vancouver, BC V6B 4N6	-offers many educational packages -publications list available upon request
Home Ownership	-a basic guide -available upon request from: Vancouver Island Real Estate Board Box 719 6374 Metral Drive Nanaimo, BC V6R 5M2

B.C. Telephone Company makes educational materials available to schools at no charge.

Write or call (collect if long distance) to the Public Affairs Office in your part of the province.

Lower Mainland

Public Affairs Department
5 - 3777 Kingsway
Burnaby, B. C. V5H 3Z7
432-2665 or 432-2667

Vancouver Island

Public Affairs Department
3980 Quadra Street
Victoria, B. C.
388-8411

Interior

Public Affairs Department
1875 E. TransCanada Highway
Kamloops, B. C.
372-4211

Okanagan

Public Affairs Department
1405 St. Paul Street
Kelowna, B. C.
763-3511

Northern

Public Affairs Department
2100 Ferry Avenue
Prince George, B. C.
565-3711

Materials such as teletrainers and films on telephone usage are available on one week loan. The materials are sent to the B.C. Tel office nearest the school for pick-up by school staff and are returned in the same way.

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